

Point of View

By George R. LaNoue

EDUCATION SECRETARY Lamar Alexander has promised to issue final administrative rules later this year concerning scholarships restricted to members of minority groups. But the U.S. Court of Appeals for the Fourth Circuit may already have established the definitive legal guidelines on such aid in a decision in February that called into question black-only scholarships at the University of Maryland at College Park.

The court's ruling in the Maryland case, known as *Podberesky v. Kirwan*, and the Supreme Court precedent that it followed, *City of Richmond v. Croson*, need to be more closely examined by higher-education leaders. At stake is not only the use of racial classifications in scholarship awards, but also use of such classifications in any other area by public institutions, including admissions and employment.

To understand the Fourth Circuit's recent decision, some background is needed on the 1989 *Croson* ruling, now considered perhaps the most important civil-rights opinion of the 1980's. The *Croson* case arose when the J.A. Croson Company was denied a contract to install urinals at the Richmond, Va., city jail—even though it submitted the lowest bid—because it could not subcontract 30 per cent of the work to a minority-run business as local law required. Such requirements were common at all levels of government, but the Supreme Court ruled 6 to 3 that any use of a racial classification by a state or local government was subject to the "strict scrutiny" test. That test could be met only if:

- The racial classification was necessary to remedy the continuing effects of discrimination identified in a specific activity, in this case discrimination against minority contractors in the Richmond construction industry.

- The remedy was narrowly tailored to cover only the industries where minority groups were found to have been discriminated against and was used only for the time period necessary to compensate for the bias.

- Race-neutral means would not suffice to remedy the discrimination.

The Court noted that without such rules it was impossible to tell whether minority-business programs were legitimate requirements imposed when other remedies failed or whether they were instead responses to local racial politics or other illegitimate factors. Richmond's program failed all three criteria and was held to violate the 14th Amendment's equal-protection clause. Since the *Croson* ruling, minority-business programs across the country have been discontinued, redesigned, or subjected to litigation. The *Croson* principles also are being applied to a variety of other local programs where racial classifications have been used. *Podberesky* is the first major lawsuit in which they have been invoked against a higher-education practice.

The *Podberesky* case originated at the University of Maryland at College Park, the flagship campus of the Maryland system. Although Maryland was not a part of the Confederacy during the Civil War, like other border states it emulated the Southern segregated pattern of higher education. Maryland did not begin to desegregate until after the Brown decision in 1954 and still supports four historically black public colleges, more than any other state. The College Park campus, however, has aggressively sought to integrate its student body, faculty, and staff and has achieved considerable success. Among the programs it has used are the Baneker scholarships (named after an 18th-century black scientist), which provide awards worth about \$33,000 over four years to talented African Americans.

In 1989, Daniel Podberesky, who is of Hispanic origin, was admitted to College Park with grades and test scores that would have made him a strong candidate for one of the Baneker scholarships had he been black. Barred from that competition, he sued the university.

The federal district court that originally heard Mr. Podberesky's case acknowledged that the Baneker scholarships should be subject to the strict-scrutiny test. It also accepted the university's statement that it

Race-Based Policies: a Court's Guidelines

placed—on the state university that created the racial classification. The Fourth Circuit ordered the case returned to the district court to decide whether, on the basis of the *Croson* rules, there was enough evidence to sustain the racially restricted scholarships. Maryland, however, has asked the full Fourth Circuit to review the three-judge panel's decision.

If it is eventually upheld, the *Podberesky* decision will place academic institutions in much the same position that the *Croson* ruling put jurisdictions with minority-business programs in—having to prove that even narrowly tailored racial classifications are needed to deal with the continuing effects of prior, documented discrimination.

Governments have approached this unusual challenge by commissioning massive studies attempting to document discrimination in their contracting practices and justifying their existing programs. An Atlanta study, for example, is 1,034 pages long and cost \$334,000. In one tally done a year ago, 29 jurisdictions had completed studies at a cost of \$5,491,162, while an additional 37 studies had been commissioned that were expected to cost \$7,029,929.

In trying to meet the *Croson* test, academic institutions will face some problems that jurisdictions trying to protect minority-business programs have not had. First, campuses are more vulnerable to lawsuits, because large numbers of rejected applicants for admissions and scholarships will have standing to sue, while courts have restricted challenges to minority-business



George R. LaNoue is director of the Policy Sciences Graduate Program at the University of Maryland-Baltimore County and co-author of *Academics in Court*, University of Michigan Press, 1989.

had not discriminated against blacks for many years and that it had more than exceeded the admissions goals for black students that the Office for Civil Rights had set for the campus. Nevertheless, the judge declared it was "premature to find that there are no present effects of past discrimination" on the College Park campus and that it would be "prudent to keep the scholarships in place at least until the OCR concluded its investigation" of the campus's compliance with civil rights requirements.

Second, jurisdictions with minority-business programs are using the large studies as a sort of insurance policy to continue their programs. The studies, while based on historical, anecdotal, and statistical data, are a rich mixture of social science, pseudoscience, and racial politics. Few politicians have the time, skills, or incentives to analyze a 1,000-page report to determine whether the evidence was scientifically gathered and whether the conclusions are logical. Consequently, most of the minority-business studies contain exaggerated conclusions about discrimination that do not meet scholarly standards that campus audiences presumably would demand of their studies.

Third, campuses face a different sort of political and public-relations problem. Local governments have had to struggle to "prove" continuing discrimination without actually naming the guilty public officials or corporations, which could cause other political and legal problems. Campuses will face the same dilemma about naming names but, in addition, if they wish to maintain their hard-earned image of genuine openness to minority students, faculty members, and staff members, they cannot paint too bleak a picture of continuing campus bias. Paradoxically, the very evidence used to persuade a court that racial scholarships need to be preserved might persuade a prospective minority student to avoid the campus.

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THE CHRONICLE

of Higher Education.

April 15, 1992 • \$2.75
Volume XXXVIII, Number 32

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"These numbers are really extraordinary. I think it's a lousy way to do business."

An association president, on earmarks for scientific projects: A1

"It's not as if people aren't being employed. It's not as if science isn't being done. It's not as if the science that's being done is garbage."

Director of the National Center for Physical Acoustics, on earmarks: A1

"Has my participation in Vodou colored the way in which I present the religion?"

A professor of sociology: A6

"They seem to think it's just a blip on the graph, and that somehow we'll get back to where we were. But administrators say, 'Not so; the times have changed.'"

A college analyst, on the movement to measure faculty workloads: A1

"Until U.S. policy experts learn to take a more imaginative view of the potential coalitions that could be formed to support various proposals, it is hard to believe that we will see politically creative social-policy making in Washington."

A sociology professor: B1

"Suddenly, all the work I'd been doing in the corners of my life is my life."

A 'lost generation' scholar who has landed a full-time academic job: A15

"If schools had special programs for male scientists, or if they designated two-thirds of their academic scholarships for men, we would be outraged. We should have similar outrage with respect to sports."

Rep. Cardiss Collins, at a hearing on gender-equity in college sports: A43

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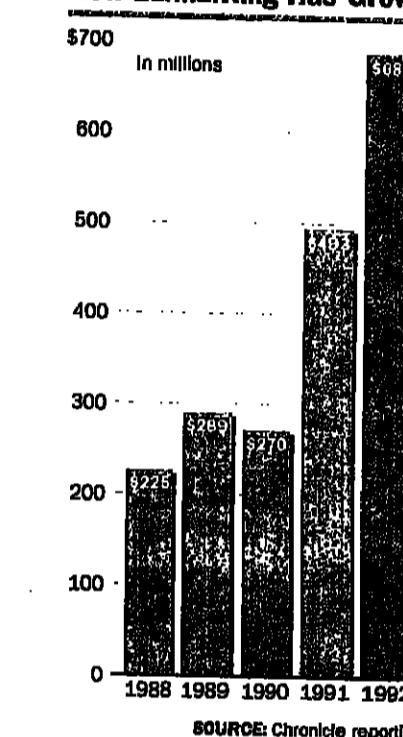
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How Earmarking Has Grown



SOURCE: Chronicle chart by AGGIE DIAZ/CHRONICLE

Iowa State University, win money directly from Congress.

Mr. Crow says earmarks are inevitable in the absence of an adequate federal technology policy or of any sizable competitive program to renovate research facilities. At the same time, he says, state officials want their colleges to find ways to improve the local economy.

"States look upon themselves almost as countries now," Mr. Crow adds. "They want their state university to be almost a national university, and they turn to Washington for help."

Criticism by Bush

The growth in earmarks is particularly dramatic compared with increases in federal support for science programs that are based on merit reviews.

For example, spending on National Science Foundation programs increased by about 16 per cent, and the National Institutes of Health—which finances more university research than any other federal agency—saw its budget increase by about 8 per cent this year. And although the NSF's budget for facilities and equipment increased by 65 per cent this year, that brought the total to only \$33-million.

President Bush sharply criticized the practice of earmarking in a speech last month and pledged to push Congress to curb the practice and revoke some of the earmarks in this year's budget. But as of last week, it was unclear whether lawmakers would comply. Many are expected

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MORE TIME IN THE CLASSROOM

Colleges Face New Pressure to Increase Faculty Productivity

By ROBERT L. JACOBSON

Higher education is under mounting pressure to monitor—and increase—the time that professors spend in the classroom.

Agencies in at least a dozen states are seeking information about the academic "work week," including the number of "contact hours" that faculty members spend with students. The inquiries could lead to one of the decade's toughest challenges for colleges and universities.

Says Stephen M. Jordan, deputy executive director for finance and planning at the Arizona Board of Regents: "There are perceptions out there that the faculty doesn't teach enough, that the faculty spends too much time doing research, that the faculty is overpaid."

The situation is making some academic leaders nervous. At one state university that has been quietly trying to decide how to respond, a top admin-

istrator observes: "This is so delicate. It's a really intricate dance of getting people to do things that aren't necessarily in their immediate self-interest."

Even so, administrators at many public and private institutions, sensing an issue whose time has come, are pushing for discussions on their campuses of how to improve faculty productivity.

An Uphill Struggle

The administrators believe that more full-time faculty members should devote more time and effort to undergraduate instruction. The concern extends beyond attempts at some institutions to give teaching a greater role in tenure and promotion decisions, and goes directly to the question of how many classes professors should teach in exchange for their paychecks.

Campus officials say they face an uphill struggle because of the entrenched power of the faculty in academic affairs,

and because of disciplinary organizations that heavily influence the curriculum and continue to promote scholarship over teaching as the principal route to academic advancement.

Even as they try to engage the faculty on possible changes, many administrators are collecting statistics that might help their institutions better explain what professors do, how those activities vary among disciplines and institutions, and why politicians and the public should be more interested in instructional quality and educational outcomes, rather than simply in a numerical measure of teaching time.

Some institutions, acknowledging that their emphasis on undergraduate instruction may have declined too much, also have begun taking steps to increase the teaching loads of full-time faculty members.

Questions about the adequacy of

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PRINCIPLES of SOUND RETIREMENT INVESTING



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RESEARCH NOTES

- Researchers at 3 universities report development of 'molecular wires'
- Scientists link high levels of chemical vasopressin to bulimia nervosa
- Bertolucci film 'The Last Emperor' is said to imply an anti-feminine vision
- People's willingness to pay for public goods is found relatively 'inelastic'

"Molecular wires"—chains of linked molecules that can conduct energy—may be used to make new kinds of miniature devices, scientists say.

At last week's meeting of the American Chemical Society, researchers at Purdue University, the University of Texas at Austin, and the University of Michigan all reported that they had developed molecular wires.

The scientists suggested that the wires could be used to make miniature computer memories and tiny "biosensors" that could monitor the levels of chemicals in the human body. Such sensors could, for example, keep track of blood-sugar levels for diabetics. The small size of the sensors would make them less apt to cause infections than larger devices, the researchers said.

Adam Heller, a professor of chemical engineering at Texas, and his colleagues have already linked the molecular wires to biosensors that are composed of layers of enzymes and that are one-fifth the diameter of a human hair.

While the molecular wires developed at Texas conduct electrons, as standard wires would, a University of Michigan researcher has created a polymer molecule that conducts energy particles called excitons. Polymer molecules are made up of identical repeating units, or monomers.

Raoul Kopelman, a professor of chemistry at Michigan, said he and his colleagues had used polymers to create molecular wires that are one-tenth the thickness of the thinnest metal wire.

The Michigan researchers used lasers to stimulate exciton activity at one end of the polymer wires and then detected the exciton activity at the other end of the wires with light-sensitive chemicals.

DAVID L. WHEELER

Scientists say they have identified a chemical that is found in abnormally high levels in the brains of women with bulimia nervosa, an eating disorder that affects from 2 to 5 per cent of adolescent and young women.

In a paper scheduled to be published in the June issue of the *Journal of Clinical Endocrinology and Metabolism*, Mark A. Demitrack, an assistant professor of psychiatry at the University of Michigan, and colleagues at the National Institute of Mental Health, report finding high levels of the chemical vasopressin in the cerebrospinal fluid of bulimic patients.

In their study, the scientists examined the cerebrospinal fluid, which bathes nerve cells in the brain, of 24 female patients with



In a scene from "The Last Emperor," Pu Yi reviews Chinese troops in the Forbidden City. The film casts the Forbidden City as a metaphor of femininity, two scholars argue.

bulimia and 11 healthy female volunteers. On average, they say, the fluid from the bulimic patients contained abnormally high levels of vasopressin.

The same group of researchers found in earlier studies that excessive levels of vasopressin were also present in patients with two other related disorders—anorexia nervosa and obsessive-compulsive disorder.

The scientists say vasopressin is normally released by the body in response to physical or emotional stress, but that some people may produce excess amounts of the chemical, putting them at higher risk for developing those disorders.

KIM A. McDONALD

The utopian vision of Bernardo Bertolucci's film "The Last Emperor" implies the exultation of the feminine from the new and improved society, say two film scholars at the Hebrew University of Jerusalem.

Mr. Bertolucci's 1987 film is based on the true story of Pu Yi, the last emperor of China, who was born in 1906 and reigned only from 1908 to 1912, but continued to live in the cloistered confines of Beijing's Forbidden City until 1924. In the current (winter) issue of *Cinema Journal*, Yosefa Lositzky and Raya Meyuhas argue that the stylistic structure of *The Last Emperor* leads to the "symbolic annihilation of women" in the film.

On a literal level, all the significant female characters eventually disappear from the narrative. Pu Yi's mother is destroyed through opium addiction and suicide. His first wife suffers opium addiction, commits infanticide, and eventually disappears.

Research has shown that small increases in the price of such consumer products as television sets or automobiles sharply reduce the proportion of people willing to buy them—a phenomenon

B.K.C.

Scholar Scholarship

Scholars Rethink Causes, Progress of the Cold War

Continued From Previous Page

meeting said, historians in the former Soviet Union have rethought their view of the cold war than once.

"The last five years have brought a new period of revision in Soviet cold-war history," said Vlad M. Zubok, a senior research fellow at the Russian Academy of Sciences.

"Orthodox" Soviet scholars traditionally blamed the United States for the cold war, Mr. Zubok said, but with the easing of restrictions on domestic dissent in 1988, an "revisionist" scholarship began to blame the Soviet Union.

"That wave has petered out and is now being replaced by a new revisionism that is not so simple," he said.

For one thing, he explained, new evidence suggests that U.S. policy makers often misperceived Soviet intentions and missed opportunities to end the cold war.

Importance of Internal Factor

For example, "the failure of West to engage Soviet leaders after the death of Stalin might have prolonged the cold war," Mr. Zubok said, adding: "The new leaders needed more direct personal contact with Western leaders, I think, that could have made a lot of difference."

Mr. Zubok said internal factors within the Soviet Union had also fueled the cold war. In some recent histories, former Soviet officials have revealed that Stalin came close to cooperating with United States on the Marshall Plan, announced in 1947, to spur European recovery after World War II.

"Rejection of the Marshall Plan was a thing of the moment," he said. "Domestic issues, and Stalin's campaign to promote national pride, were crucial."

Mr. Zubok said Germany had loomed large in the cold war. For example, Soviet officials chose to suppress the Hungarian revolution not because they were interested in Hungary, but because "the domino effect would cause them to lose Poland and could lead to a unified Germany."

"That was intolerable," Mr. Zubok said.

Europe's 'Two Hostile Blocs'

Historians in the former Soviet bloc in Eastern Europe are also beginning to look anew at the cold war.

Scholars in Eastern Europe are conducting research on "whether or not there were alternatives to the onerous course of organizing Europe into two hostile blocs," said Geza Mezei, an associate professor of history at Budapest University.

One possible reason that the willingness to pay for public goods is relatively inelastic, Mr. Green suggests, is that people have less information about the costs of such goods. Some research has tested that possibility, he says, and thus far no influence of price-related information on the elasticity of public goods has been detected.

Gar Alperovitz, an economist at the National Center for Economic Alternatives in Washington, who has written on the history of cold-war diplomacy, stressed "the

tendency of Soviet officials to

back coalition governments dominated by hard-line Communists led them to back away from free elections. That, and the United States's growing fear of the influence of those governments on Germany, helped foil the "open-sphere concept."

The death of Stalin and the rebuilding of a strong Germany in the 1950's, Mr. Mezei said, "created an opportunity for the early termination of the cold war, before blocs entrenched themselves."

He added that U.S. officials botched an opportunity to resolve the Hungarian crisis in 1956 by "giving themselves wrong alternatives—doing nothing versus all-out war." And in 1958 Hungarian Communists feared the loss of their own power and, according to recently available documents, twice turned down Soviet offers to withdraw from their country.

"Who liberated Eastern Europe

from Communism?" Mr. Mezei asked. "The essential condition was change within the Soviet Union, and the lack of Soviet political will to support puppets."

The complex interplay of Chinese, U.S., and Soviet relations also played a key role in some of the turning points of the cold war, said He Di, assistant director of the Institute of American Studies at the Chinese Academy of Social Sciences.

"Studies of the cold war in China are very new—dating back about 13 years to the end of the Cultural Revolution," Mr. He said. "New research in the last decade suggests that, after coming to power in the late 1940's, the Chinese Communist Party wanted to keep flexibility in dealing with the United States, but gave that up under pressure from the Soviet Union," he said.

"There is evidence in China that Mao Ze-dong was critical of Stalin for not treating other Communist nations equally, but that later on events in Hungary and Poland scared him into thinking the socialist camp needed to be united to face the Western threat."

Chance to End Korean War

New materials also reveal that, in 1950, in the early stages of the Korean War, "there was a chance when war might have ended," Mr. He said. At that point, Chinese military commanders wanted to accept a U.S. proposal to stop the war, but Chinese political leaders overruled them, he said.

U.S. scholars at the meeting here said they also were rethinking the history of the cold war—often raising some of the same themes as their colleagues abroad.

Gar Alperovitz, an economist at the National Center for Economic Alternatives in Washington, who has written on the history of cold-war diplomacy, stressed "the

importance to consolidate their own power in the fluid dynamics of the post-war world." The U.S. felt it had overwhelming economic and strategic power," Mr. Alperovitz said. "The question was whether it would have the will to use that power."

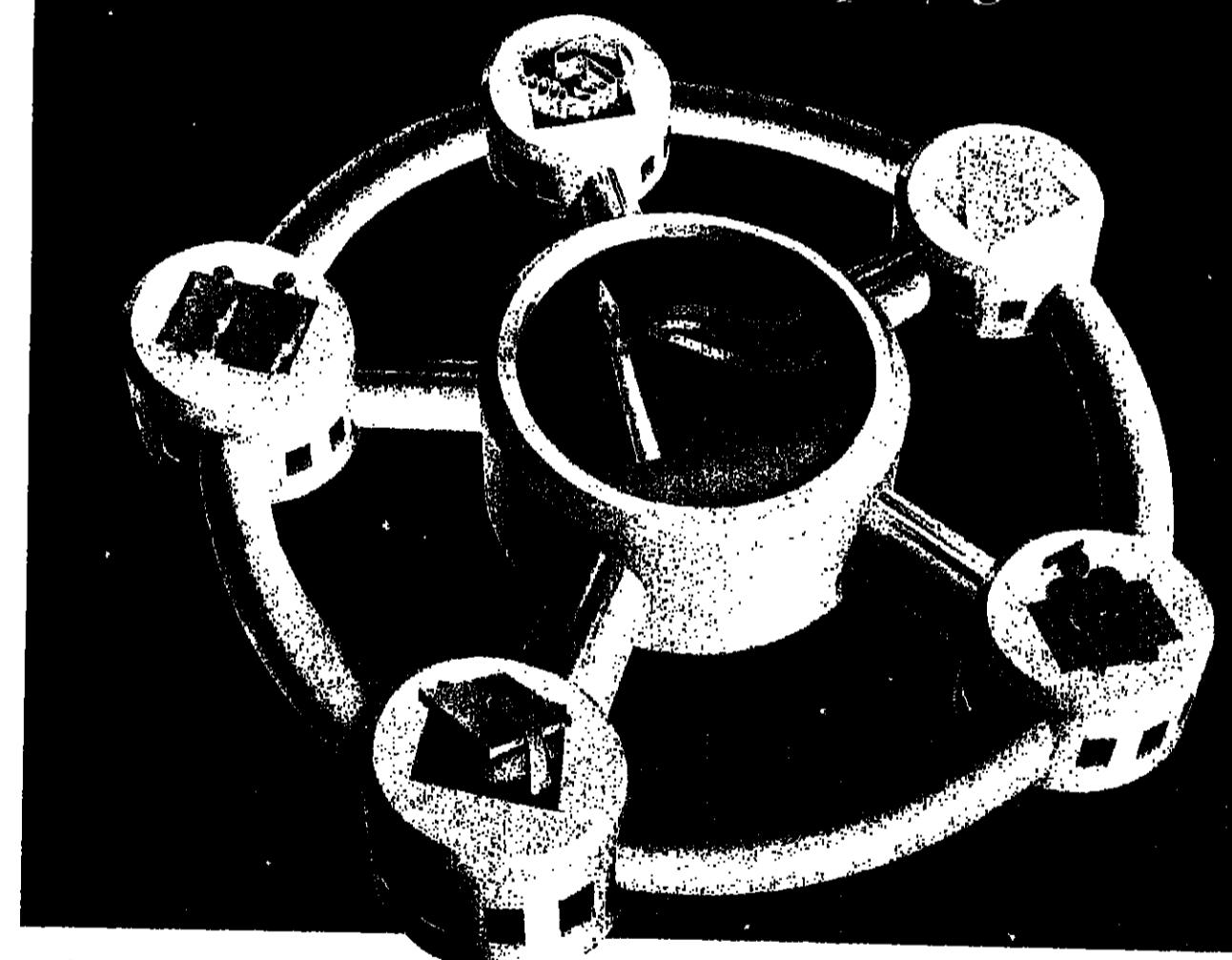
"All of this invited, although it did not dictate, the end of the cold war," Mr. Alperovitz said.

The end of the cold war is not simply bringing forward new evidence about the course of diplomacy over the last 40 years, said Ernest R. May, professor of history at Harvard University. It also offers historians the opportunity "to rethink how we see all of modern history."

"We have seen 1945 as a watershed when the U.S. stepped forward to assume power," Mr. May said. "Now, with the end of the cold war, we have to go further and look at long-term trends that shaped modern history."

He adds: "In a period of transition, we have to grope outside our recent past."

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Controversial Proposal for Financing Collider Divides Physicists

Continued From Page A7

the department's decision will be watched closely by the directors of research institutions, many of whom have been unable to obtain approval for new federally financed projects because of budget constraints.

Despite the controversy his proposal has created, no one thinks Mr. Richter is trying to evade the peer-review system, as have many of the "pork-barrel" scientific projects that are included annually in federal budgets by lawmakers.

"HEPAP has favorably reviewed the science, so it's not a question of whether it's been peer-reviewed or not," said Paul E. Sweet, director of governmental relations for the University of California. "There has been a fairly assiduous notion that peer review had to be adhered to."

Instead, the debate is over whether the Department of Energy should change its position on the n-factory because of a proposal to finance its construction within a laboratory's own operating budget.

The University of California's

"Since neither agency is able to consider funding of a b-factory in the near-term, it is not useful to us to conduct a technical review" of the proposals.

Lawrence Berkeley Laboratory and Lawrence Livermore National Laboratory have joined Mr. Richter in his effort, which would involve upgrading an electron collider at the Stanford center, called the Positron Electron Project, that the Berkeley laboratory helped to construct 12 years ago.

Two years ago, HEPAP recommended in a report to the Energy Department "a vigorous research and development effort to develop a design" for a b-factory, but said it could not advocate moving forward with construction unless the agency's budget for high-energy physics was increased.

This year, concerns over the sharply rising construction and operating costs of future scientific facilities, such as the \$8.25-billion Superconducting Supercollider, a giant proton collider being built near Dallas, forced Energy Department officials to argue against any proposals to start new facilities.

'Bleak Outlook' for Budgets

In a January letter to Mr. Richter and Karl Berkemeyer, director of Cornell University's laboratory of nuclear studies, who had submitted a competing proposal to the National Science Foundation to construct a b-factory, Energy Department and nsf officials said the "bleak outlook" for budgets at both agencies left little opportunity for the support of a b-factory by either agency for many years.

"Since neither agency is able to consider funding of a b-factory in the near-term," the letter added, "it is not useful to us to conduct a technical review" of the two pro-

posals. The letter was signed by William Happer, director of the Energy Department's Office of Energy Research, and David A. Sanchez, assistant director for mathematical and physical sciences at the science foundation.

Plan to Shift Funds

Mr. Richter said the letter had sparked "long discussions" at his institution about the Stanford center's future and eventually led to his proposal, which he presented in late February to a subpanel of HEPAP charged with recommending future priorities for high-energy physics. The subpanel, chaired by Michael S. Witherell, a professor

of physics at the University of California at Santa Barbara, is scheduled to make its recommendations public this week.

Mr. Richter explained that his plan was specifically to divert about one-quarter of his center's annual budget of \$140-million from fiscal years 1994 to 1998 to build a second subatomic-particle collider inside the tunnel that now houses the Positron Electron Project. That would be accomplished by operating Stanford's linear accelerator for only six months of the year, beginning in the fall of 1993, a move that would significantly reduce the center's program of experiments.

In addition to shifting funds from

Scholarship

are connected, and the n-factory maintain the scientific viability of the Stanford center.

"If I look toward the end of the decade, I see that we don't have anything on the frontier of science," he said. "You need something to keep the pot boiling."

Matter and Antimatter

The n-factory would do providing a tool for the study of mesons, a subatomic particle whose radioactive decay is used to hold the answer to the question of why the universe is composed of matter instead of antimatter.

Antimatter—particles and positrons, a positively charged electron, that have all of the negative characteristics of matter, be created in the high-energy

sions in accelerators. But because matter and antimatter annihilate one another when they meet, antimatter doesn't exist naturally in the universe. Physicists think large amounts of antimatter and matter spewed forth during the universe's creation in the fireball of energy they call the "big bang." But once they finished annihilating one another, only matter was left.

"Why was that?" said Brian T. Meadows, a professor of physics at the University of Cincinnati and program director for elementary particles at the science foundation. The only explanation physicists have, he said, is that there was a "violation of symmetry" in the creation of matter and antimatter, leading to the production of more matter than antimatter. "Knowing

the origin of this violation of symmetry is something you can actually study in the n-particles."

By colliding extremely dense beams of electrons and positrons traveling in opposite directions, the n-factory would produce copious amounts of n-mesons.

Russian Plans Abandoned

No other country is building a collider that would accomplish the goals of the n-factory, Mr. Richter said. Russian physicists had proposed such a facility, he said, but have abandoned their plans because of the collapse of the country's economic system. European scientists are concentrating their resources on two other accelerator projects, he added, and Japanese researchers don't expect a decision

from their government on a n-factory for two to three years.

"Thus, there is no guarantee that anyone is going to carry out the work and, since I believe it is very important, we should press on and try and get approval of our project, with international cooperation if possible," Mr. Richter said in a memorandum to scientists at Stanford's accelerator center.

Lawmakers Like the Idea

So do many lawmakers. Several members of the California delegation, in fact, are circulating a letter to persuade colleagues on the House Appropriations Committee to support the idea.

"It's a very constructive, realistic proposal," said Rep. George E. Brown, Jr., a California Democrat who chairs the House Committee on Science, Space, and Technology. "I haven't seen very many other labs come in with a specific

proposal to fund a new initiative and to take it out of the hide of their existing program, and Burton Richter has done that."

Mr. Richter noted that his proposal isn't unique. In the 1970's, he said, he built another electron collider at Stanford, called SPEAR, by shifting the equivalent of \$25-million from other programs. That project, which produced major discoveries in physics, eventually led to his Nobel Prize.

Some scientists complain that if Mr. Richter succeeds in winning approval from both HEPAP and the Energy Department for his latest \$200-million project, Cornell's proposal for a similar n-factory will be left out of the running.

"HEPAP is deciding where the n-factory is going to be without looking at two proposals, one of which is \$100-million cheaper," said Mr. Sanchez of the science foundation. "If you are a taxpayer, you ought to be really angry about that."

David G. Cassel, a professor of physics and acting director of Cornell's Laboratory of Nuclear Studies, said his university had proposed to the science foundation to build a n-factory for \$116-million by making modifications to an ex-

"If I look toward the end of the decade, I see that we don't have anything on the frontier of physics. You need something to keep the pot boiling."

isting facility, the Cornell Electron Storage Ring.

That facility—which now produces the densest particle beam of any electron accelerator in the world—is being upgraded by the science foundation under a \$10-million program that, Mr. Cassel estimates, will bring the density of the electron beam, a characteristic physicists call "luminosity," to within a fraction of that needed for a n-factory.

Mr. Cassel said that unlike the Stanford center, which has an annual budget of \$140-million, his laboratory could not finance construction of a n-factory from its \$15-million-a-year operating budget. But he refused to make any other comparisons between the two n-factory proposals.

"We have had a great deal of experience producing high luminosity," he noted. "I think we have a very good track record."

Weighing Other Proposals

Robert M. Simon, principal deputy director of the Office of Energy Research, said his agency planned to consider Cornell's proposal and consult with nsf officials before making any decisions on Mr. Richter's plan.

"We don't intend to march off unilaterally without talking to nsf," he said.

Mr. Simon said that while the HEPAP recommendations would undoubtedly be very influential in the department's decision, the agency would also have to weigh the n-factory against many other proposals for new facilities outside of high-energy physics.

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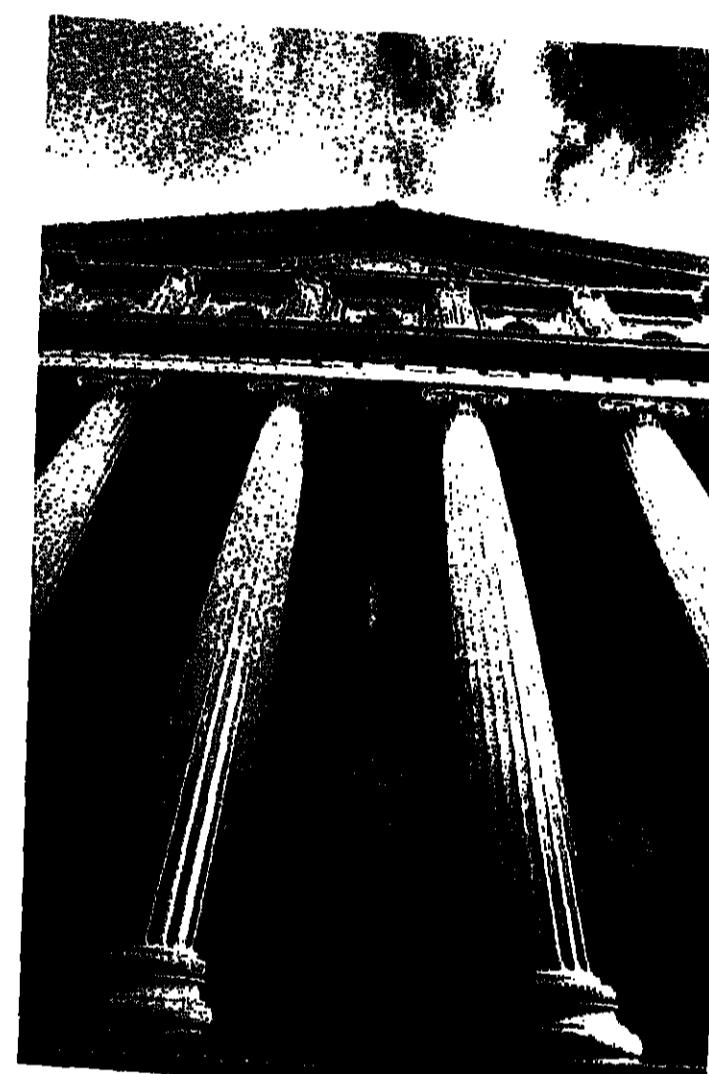
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Public confidence in college presidents rose slightly this year but is still down significantly from 1990, a survey by the pollster Louis Harris shows.

In 1992, only 25 per cent of Americans surveyed randomly said they had "a great deal of confidence" in people running universities. That figure was 21 per cent in 1991, down from 35 per cent in 1990. By comparison, 61 per cent of those surveyed in 1966 had such confidence in those running universities.

Mr. Harris, president of L. H. Research Inc., presented the figures at this month's annual meeting of the American Association for Higher Education. The theme of the conference was "Reclaiming the Public Trust."

In one session, Mr. Harris accused higher-education officials of having "ducked" public criticism. Another panelist—Mel Elfin, executive editor of U. S. News & World Report's survey called "America's Best Colleges"—told the audience that the erosion of public confidence was much more than a public-relations problem. He cited Congressional inquiries into scientific misconduct, a Justice Department investigation of college-tuition and financial-aid policies, and "tuition over \$20,000" as real problems that higher education must address.

Higher-education leaders, meanwhile, aren't the only ones suffering from a loss of confidence. Results of the 1992 Harris Poll found that only 10 per cent of those surveyed had a great deal of confidence in Congressional leaders. For law firms, the figure was 11 per cent; for the press, 13 per cent; and for the White House, 16 per cent.

Harvard University Law School—still facing criticism for the lack of any tenured minority women on its faculty—has established a fellowship to "enhance diversity in legal teaching."

Robert C. Clark, dean of the law school, announced the creation of the Charles Hamilton Houston Fellowship this month. Named after a black lawyer and educator, the fellowship will cover the cost of tuition and will award recipients a stipend of at least \$25,000 per academic year. Applications are now being accepted for 1992-93.

Meanwhile, nine students held a 24-hour sit-in in the hallway outside Mr. Clark's office last week to protest the lack of diversity on the law-school faculty. Derrick Bell, a black law professor at Harvard, has been on an unpaid leave of absence since 1990, saying he won't return until the law school hires a tenured "woman of color."

Of the 64 faculty members now at the law school, six are black men, five are white women, and the rest are white men. Three tenure-track appointments have been made so far for 1992-93—two of them are white women and one a white man.

Personal & Professional

A HAPPY ENDING

A 'Lost Generation' Scholar of American Poetry Ends His Long Odyssey for a Place in Academe

By SCOTT HELLER

Seventeen years and hundreds of failed job applications after finishing his Ph.D., Edward Brunner got a full-time teaching post this year.

He teaches modern American poetry at Southern Illinois University at Carbondale. Because he had already published two books, he was appointed as an associate professor and may apply for tenure early.

The odd jobs, the years working as a railroad dispatcher, a payroll clerk, and a county auditor, are behind him now. Reading poetry during his coffee breaks is a thing of the past. He is a scholar and teacher, full time. "Suddenly, all the work I'd been doing in the corners of my life is my life," he said.

Mr. Brunner, who is 46 years old, was a card-carrying member of academe's "lost generation," the humanities scholars who got degrees in the 1960's and early 1970's and never found steady academic work. Since finishing his doctorate at the University of Iowa in 1974, he had steadily tried to get an academic job, with no success (*The Chronicle*, May 23, 1990).

His fortunes changed in fall 1990, when he spotted a teaching opening in 20th-century literature in the Modern Languages

Continued on Page A19



EDWARD BRUNNER: Suddenly, all the work I'd been doing in the corners of my life is my life.

MIT Professor Accuses Colleagues of 'Professional Harassment'

CAMBRIDGE, MASS.

A professor of literature has sued the Massachusetts Institute of Technology for failing to stem "a pattern of professional, political, and sexual harassment" against her.

The lawsuit comes after months of turmoil involving faculty members in the literature section of MIT's School of Humanities and Social Sciences. Literature is one

of several sections in the school's humanities department.

■

Cynthia G. Wolff, who holds an endowed chair in humanities at MIT, claims that she has been subjected to "an unrelenting campaign of verbal abuse and isolation" by some of her colleagues in literature. They did so, she alleges, because they opposed her more traditional approach to scholarship and because she

complained to the administration that personnel decisions in the section were "being dominated by political views and sexual preferences." She also contends they retaliated against her because she opposed the promotions of certain professors.

Several literature professors strongly denied the allegations but acknowledged that the section had faced unusual difficulties in recent years.

In 1991 a special committee was formed to examine whether the section's handling of a tenure case was fair and to consider its hiring and promotion practices.

Then last fall, Mark Wrighton, provost at the institute, suspended the literature section's right to make personnel decisions, according to the lawsuit and interviews with several faculty members. Since then, members of the section said they had been trying to resolve their differences.

Called a "Traditional Liberal"

Mrs. Wolff's allegations, made in a suit filed last week in Middlesex County Superior Court, include the following:

■ That her colleagues verbally abused her and excluded her from programs partly because she did not fall in step with their more radical ideological views. Ms. Wolff, who considers herself a feminist, is described by some of her colleagues in the section as a "traditional liberal." Far from being excluded, they say, she is a powerful member of the faculty.

■ That she tried repeatedly to teach in the women's-studies program at MIT but was excluded in retaliation for having cast a negative vote in the 1981 tenure-review case of Ruth Perry. Ms. Perry was then a junior faculty member but is now a professor of literature and is director of women's studies at MIT this academic year. (The

Continued on Page A18

TIAA-CREF to Offer a New Retirement Fund Pegged to Investments in Foreign Securities

NEW YORK

Higher education's largest pension companies plan to offer a new investment fund for retirement savings called the Global Equities Account.

The new account, which will be opened in July, will offer a "diversified portfolio consisting primarily of foreign and domestic common stocks," the College Retirement Equities Fund announced in a statement this week.

CREF, an equity investment fund, is the companion company to the Teachers Insurance and Annuity Association, a fixed-income fund. With \$104-billion in assets, the companies manage the retirement savings of 1.5 million employees at 4,800 institutions—roughly 1,900 of them colleges and universities.

"The dramatic breaking down of barriers between the world's capital markets is largely responsible for TIAA-CREF's decision to design and introduce the Global Equities Account," James S. Martin, CREF's executive vice-president, said in a statement.

Before TIAA-CREF participants can invest in the new account, their college and university employers must agree to make it available as part of their campus retirement plans.

—DENISE K. MAONER

New Inquiries on Teaching Loads Pose Tough Challenge for Colleges

Continued From Page A1

Teaching loads have long been part of the give and take between politicians and colleges. But this time the inquiries are being augmented by the nation's protracted economic problems and the continuing search for ways to limit the costs of higher education.

It Isn't Going to Go Away

In the opinion of some academic leaders, most professors have yet to appreciate the seriousness with which legislators and policy makers are looking at faculty productivity.

"This is a subject that isn't going to go away," says Robert Zemsky,

director of the Institute for Research on Higher Education at the University of Pennsylvania and head of the Pew Higher Education Research Program.

Patrick M. Callan, a former vice-president of the Education Commission of the States, who has been studying higher-education policy issues in California, agrees. Citing broader concerns about productivity in the United States, he says: "Higher education is not going to be exempt from the economic, technological, and demographic pressures that are causing every type of institution we have to reconsider how to organize itself to get the job done."

Elsewhere, a legislative specialist for a state system of higher education says that while campus administrators "seem to understand what's afoot here, faculty members seem to be in denial."

Contention at Temple U.

"They seem to think it's just a blip on the graph, and that somehow we'll get back to where we were," this analyst adds. "But administrators say, 'Not so; the times have changed.'

At one institution where the issue has been joined, Temple University, the head of the faculty union accuses administrators of "unilaterally re-interpreting" a 1990

collective-bargaining agreement by reducing the "release time" from teaching that faculty members can get for undertaking externally financed research and other non-instructional responsibilities.

"They're pondering to the state legislature," says Arthur Hochner, president of the Temple Association of University Professionals. He accuses university officials of an "unprecedented" violation of contractual understandings about teaching loads. State legislators, he adds, "don't understand what faculty do. They think 12 hours is not a heavy load."

Julia A. Eriksen, the university's acting provost, rejects Mr. Hoch-

Personal & Professional

Personal & Professional

ner's criticisms and says the faculty has responded positively to him. "One of the things we may find is that, at a time of tight budgets, faculty members can understand collectively is we have to teach more."

"We have very clear data that we moved away from teaching, particularly from undergraduate teaching," Ms. Eriksen says. "Faculty have fewer contact hours with undergraduates now than did five or six years ago. We're really trying to do more incrementally back to earlier standard."

No National Data

Across the country, there is a widespread though largely undocumented perception that even teaching loads have declined in recent years. But while national data that might confirm such a trend do not yet exist, officials at many institutions agree that other pressures on faculty members, principally for more research and publication, have eaten into the teaching side of their typical work week.

In some states where recent budget cuts have been severe, faculty representatives say layoffs

development of an "unholy alliance" between "faculty who want to keep the teaching load down and conservative legislators who want to cut back on access" to higher education.

Internal Solution Preferred

Academic institutions will be far better off, he says, if efforts to increase student-contact hours come from within as a result of negotiations between administrators and faculty members.

"I'd hate to see it come out of legislation," Mr. Mingle says.

Mr. Zemsky estimates that a "critical core" of up to 15 per cent of the faculty at many major institutions is "ready to engage in conversation" about productivity and teaching loads.

Some higher-education officials in the states are trying to capture the workload issue as their own before the legislative process gets too far along.

At the Arizona Board of Regents, Mr. Jordan says the questioning of faculty productivity means that higher education's political friends are "telling us we need to be responsive" to public concerns about access and cost. He says academic leaders should want to tackle those concerns head-on.

If colleges and universities want to hold on to their "piece of the pie," he adds, they need to be "forthright" about what faculty members do.

A lack of comprehensive or comparable data on how faculty members spend their time is being

Continued on Following Page



Edward Ranford, state auditor of North Carolina: Professors' estimates of how much they work "should be viewed cautiously."

"We could probably tell the Legislature to take a hike. But the other side of the coin is we depend on the Legislature for money."

part-time instructors have caused the teaching loads of other faculty members to rise. A case in point is the California State University system, where the faculty union accepted a legislative call to deliberately negotiate a plan to reduce a 12-unit teaching load to 9 units over several years.

"Legally, we could probably tell the Legislature to take a hike," says Robert Gurian, a lobbyist for the California Faculty Association. "But the other side of the coin is we depend on the Legislature for money. In this era of limits, somebody has to set priorities."

'Impossible to Document'

Mr. Gurian adds that, given political realities, "the faculty have to spend more of their time teaching."

Nationally, however, aside from surveys showing that professors have increasingly tended to regard research as crucial to their careers, no solid data appear to exist on trends in workloads.

"Higher education has been remarkably successful at not keeping records on this subject," says Mr. Zemsky of Pennsylvania's institute. "It's simply impossible to document what everyone knows—that teaching loads have declined."

James R. Mingle, executive director of the State Higher Education Executive Officers association, says institutions need "inch faculty teaching loads back up, because they've dropped." Instead of the traditional norm of four courses a week, he says, the practice at many institutions seems to be closer to three or even two.

courses, meaning as little as six hours of teaching a week.

Anticipating a growing interest in the subject, Mr. Mingle's association is about to send its members in all states a comprehensive questionnaire about faculty workloads.

The survey will explore teaching-load standards, which kinds of faculty members teach courses at

different levels, the use of part-time instructors, faculty time devoted to research, faculty salaries, "reward structures," and faculty income from outside consulting.

The survey also will seek to determine which states have or are considering policies, standards, or legislation on those subjects.

Mr. Mingle says he fears the de-

Professors Who Teach More Are Paid Less, Study Finds

WASHINGTON
An academic researcher says he has found clear evidence that the more college faculty members teach, the less they are paid.

Preliminary findings from the study, which he says is the first of its kind, were reported at an Education Department seminar here by James S. Fairweather, senior research associate at the Center for the Study of Higher Education at Pennsylvania State University and associate professor of higher education at the university.

Based on data from 4,332 full-time, tenure-track faculty members at a wide range of four-year institutions, Mr. Fairweather presented these conclusions in draft form:

- "The more time you spend on teaching, the less the compensation."
- "The more hours in class per week, the lower the pay."
- "The greater the time spent on research, the higher the compensation."

- "Faculty who teach only graduate students get paid the most."
- "The greater the number of refereed publications, the greater the income."

The data reviewed by Mr. Fairweather were drawn from a massive federal survey of faculty members that was conducted in 1987-88 but not assessed until

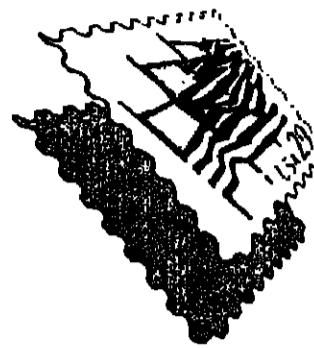
primarily medical and engineering schools.

The researcher, who was actively involved in the larger study, said his more recent analysis documented "the domination of research and scholarship" in determining how much faculty members are paid in each institutional category.

"In most cases, teaching productivity is neutral" as a factor in compensation, Mr. Fairweather explained, and is "simply not rewarded." That leaves research and scholarship as the key to higher pay, he said.

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New Inquiries on Teaching Loads Pose Tough Challenge for Colleges

Continued From Preceding Page
seized upon by officials in some states as a major point of contention with academic institutions.

In North Carolina, State Auditor Edward Renfrow recently released a report on faculty workloads in the state-university system. The report says an effort to determine "the total amount of time faculty members spent 'on the job' . . . was complicated by the fact that, except for actual scheduled classroom hours, professors are not required to and do not generally maintain any formal documentation accounting for the time worked."

A section about faculty members' outside employment indicates

that the auditor's biggest concern is a lack of "formal, ongoing monitoring" of faculty activities by deans and department heads.

Some of the language used by Mr. Renfrow, who is seeking the Democratic nomination for Lieutenant Governor of North Carolina, may suggest why some people in higher education are nervous about political interest in workload issues.

Tendency to Overestimate

"In both our own survey and other published reports on this topic, professors generally reported spending 45 to 50 hours per week at their jobs," Mr. Renfrow writes,

continuing: "Such estimates, we believe, should be viewed cautiously. Aside from the obvious bias and tendency to overestimate, we noted most respondents included activities many non-university employees would not consider as part of a normal 'job-related' function, especially when conducted outside the usual workplace. Examples include reading professional magazines; consulting with colleagues; attending university-sponsored social, cultural, or athletic events; traveling (including commuting); 'thinking'; and engaging in secondary employment."

Meanwhile, Pennsylvania's Mr. Zemsky is preparing to address

Personal & Professional

what we should expect of ourselves and our colleagues." It added: "If the *status quo* continues entirely without reform, the institution that creates and guards our freedom and independence may lose the ability to do so."

Elaborating in an interview, Mr. Rosovsky remarks: "There are more and more demands by constituencies for greater efficiency, for rules, for supervision. I know, I'm trying to keep Cesar bay. I want us to be independent and set our own standards."

"Higher education has done a very poor job in explaining itself," Mr. Rosovsky says. "I think we need to explain ourselves to the public, to the political sector, which we have really not tried to do."

Personal & Professional

A 'Lost Generation' Scholar Ends Long Odyssey for Place in Academe

Continued From Page A15
Association's job listings. He interviewed at the annual meeting in Chicago that December.

Only once before was Mr. Brunner invited to interviews at the MLA conference. That year, he couldn't get the time off from his Iowa City auditor's job to go.

Chicago was close enough for Mr. Brunner to sneak away. Later, he visited the Carbondale campus, and discussed his research with faculty members and students. The university made an offer, and Mr. Brunner made the move.

"Everyone is sort of used to people whose careers have been interrupted," he said.

We Thought We Were Lucky

The long stretches on his résumé without academic employment didn't hurt, said Richard F. Peterson, chairman of the English department. "We thought we were lucky that someone so articulate and who had done so much scholarship was available," Mr. Peterson said. Mr. Brunner is one of nine professors hired by the department this year to replace faculty members who retired, left, or died.

He is something of an academic Rip Van Winkle, waking up in a new scholarly world. But he has been an active scholar all along. Since finishing graduate school, he has published several journal articles and books on the poets Hart Crane and W. S. Merwin.

MLA Book Award in 1986

He wrote much of the Crane book while working for the Rock Island Railroad. The book won a 1986 MLA award for best scholarly work by an independent researcher.

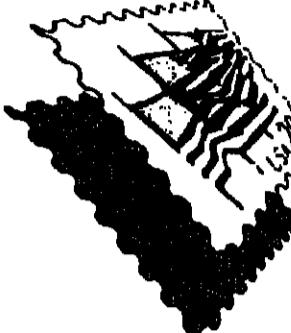
Mr. Brunner has had to catch up with recent literary theories and the new interest in multiculturalism. He teaches Indian captivity narratives in an American literature survey course, and said he noticed that more scholars are interested in Melville's Civil War poetry than he remembers from his days in graduate school. Gone, he

said, are the poetry of Sidney Lanier and the journal writings of John Woolman.

The professor believes that Southern Illinois hired him when so many other universities didn't because the campus attracts students who have been away from higher education for a while. "Everyone is sort of used to people whose careers have been interrupted," he said.

"I wouldn't have thought it would have worked out quite so nicely," he said.

"It's a happy ending in Ed's case," Mr. Peterson added. "I just worry about all the others."



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DENISE K. MAGNER

NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

Beating the College Blues: A Student Guide to Coping With the Emotional Ups and Downs of College Life, by Paul A. Grayson and Philip W. Meilman (Facets On File, 460 Park Avenue South, New York 10016; 231 pages; \$19.95). Topics, discussed in question-and-answer format, include changing family relationships, test anxiety and study habits, eating disorders, alcohol and drug use, and sexuality.

A Cultural Analysis of Student Life at a Liberal Arts College, by Michael Durst and E. Marilyn Schaeffer (Edwin Mellen Press, Box 450, Lewiston, N.Y. 14092; 127 pages; \$49.95 pre-paid). A study of student culture at Saint Leo College.

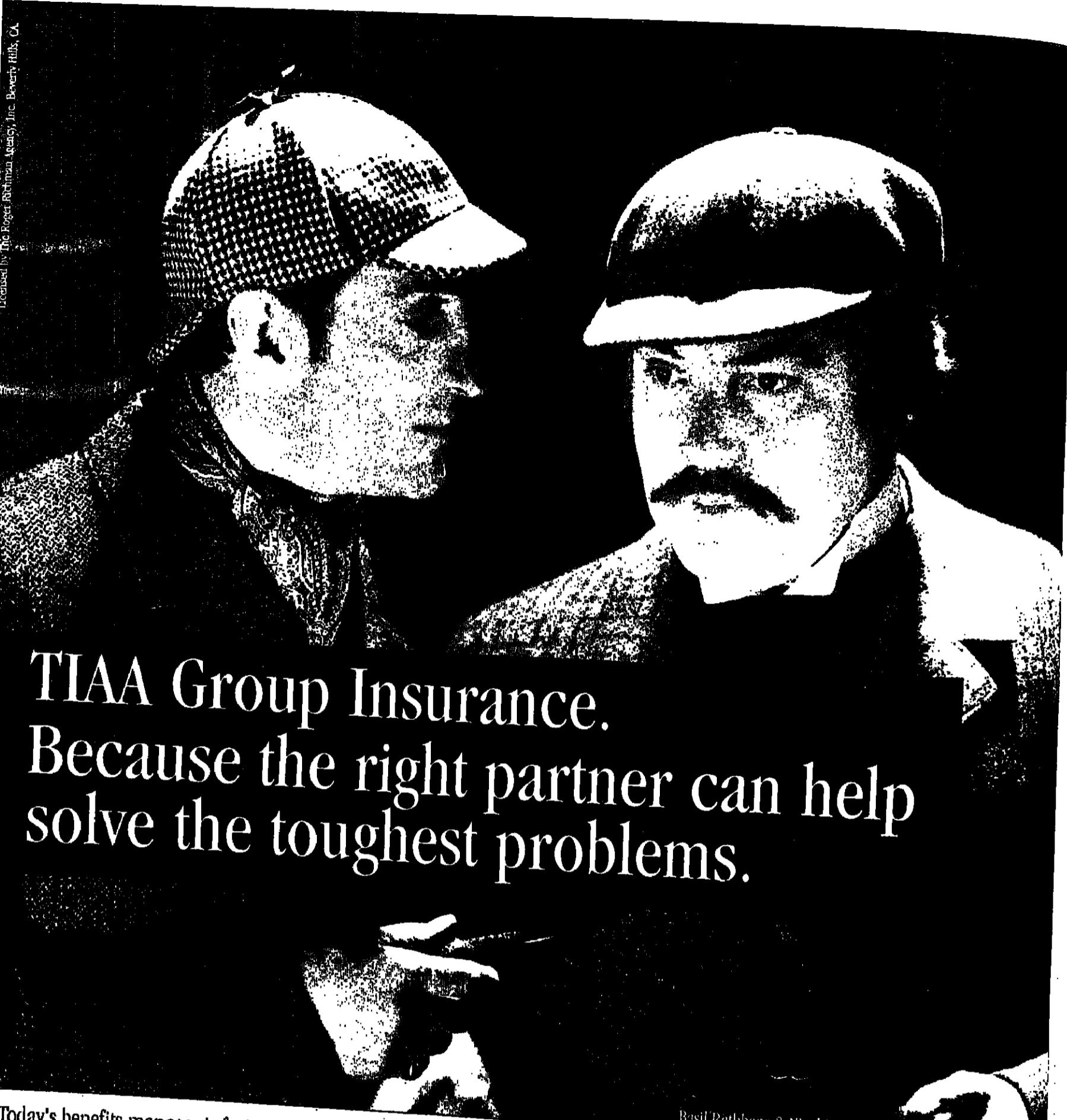
Effective Communication for Academic Chairs, edited by Mark Hickson, III, and Don W. Stacks (State University of New York Press, State University Plaza, Albany, N.Y. 12246; 231 pages; \$44.50 hardcover, \$14.95 paperback, plus \$3 for shipping). Contains essays on such topics as managing grievances, departmental assessment, motivating faculty members, external public relations, and communicating with administrative peers.

The Historical Development of the University System of Georgia, 1822-1985, by Cameron Finch (Institute of Higher Education, University of Georgia, Athens, Ga. 30602; 188 pages; \$26.95 plus \$3 for checks payable to The University of Georgia).

Management Ratios #6 for Colleges and Universities, by John Minter (National Data Service for Higher Education, 2400 Central Avenue, Suite B-2, Boulder, Colo. 80301; 416 pages; \$135, plus \$10 for shipping). Presents data for financial-ratio comparisons among 1,000 U.S. institutions.

Peterson's 1992 College Money Handbook, (Peterson's Guides, Department 2300, P.O. Box 2123, Princeton, N.J. 08543; 569 pages; \$19.95, plus \$4 for shipping). Presents profiles of educational programs at 250 institutions and organizations, including colleges and universities.

Who's Doing What? A Directory of U.S. Organizations and Institutions Engaging in Development and Other Global Issues (American Forum for Global Education, 45 John Street, Suite 908, New York 10038; 273 pages; \$20, plus \$3 for shipping). Presents profiles of educational programs at 250 institutions and organizations, including colleges and universities.



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Virginia Polytechnic Institute and State University has included an experimental graphic in a new electronic version of a print journal for teacher educators.

The electronic edition of the publication, *The Journal of Technology Education*, includes articles in ASCII, the standard format for on-line journals published on Bitnet and Internet. A single illustration is available in a separate "Postscript" file.

On-line journals with illustrations are still rare, largely because the technology to transmit graphics in digital form is not well developed. "It seemed appropriate to try out a high-tech distribution system with a journal on technology education," says Mark Sanders, an associate professor of vocational and technical education and the journal's editor.

Mr. Sanders says the free electronic journal, published by the university's Scholarly Communications Project, will not be a threat to the print version, which is available by paid subscription. The print journal has "a better appearance," he says.

When Susquehanna University students run into problems with their computers, they can call the "Byte" hotline.

The hotline, which operates from 8 a.m. until midnight, is run by students who belong to the Computer Consultants Project. The students live in the same residence hall, so someone is always available to answer the phone.

The hotline receives about 25 calls a week, says Rick Keller, an information-systems major and the project's manager. "The hotline was developed to give students a convenient way to get help without having to run all over campus," he says.

The project also finds tutors for students who need extra help in learning how to use computers and offers computing workshops for middle-school students.

McGraw-Hill's College Division is making selected interviews from the MacNeil/Lehrer NewsHour available to academics on three videotapes.

The demonstration tapes include economists and politicians analyzing the Bill of Rights, the fall of Communism in Eastern Europe, and current economic trends in the United States. The videotapes include explanatory text and are accompanied by printed instructional manuals.

The videotapes were created to introduce academics to a new program called "Quarterly Reports" that McGraw-Hill will start next fall. The three demonstration tapes are free. An annual subscription to the hour-long quarterly reports will be \$200.

For more information and a sample tape, contact Scott Hardy, McGraw-Hill Inc., 501 West Trails, Grayslake, Ill. 60030; (708) 223-2506.

Information Technology



Kenneth M. King, president of EDUcom: "When you ask where is the locus of strong federal leadership in the current management scheme, it is nowhere to be seen."

Debates on Access, Expense, and Management Rage Over Development of High-Speed Computer Network

By DAVID L. WILSON

Scholars, scientists, schoolteachers, and business leaders have high hopes for the National Research and Education Network—the super-fast highway for transmitting data that is now being developed. But some people are likely to be disappointed, at least in the short term.

Would-be users will need political backing from Congress and the Bush Administration, which so far have linked the program to problems faced by scholars in the hard sciences, giving short shrift to needs of other users. Users will also need technical support from experts and money to install hardware and get connected to the network. In the coming years, tight budgets—both within government and at institutions—will pit some users against others, and will mean that some users will be connected before others.

Questions about who will be able to use the NREN are just one set of problems facing a broad coalition of supporters as they grapple with ways to bring the NREN up to speed. The project, which is still largely in the design stages, is expected to cost the federal government \$1-billion over the next five years.

Concern Over Fragmentation

The high-speed network will enable scientists to work with supercomputers from distant locations and allow the high-quality transmission of moving pictures and virtually instantaneous transmission of an entire book, for example.

Supporters will have to solve many technical, organizational, and policy problems before the network can perform as adver-

tised. For example, many supporters complain that they have had little say in the development of the NREN because its management is fragmented—nine federal agencies are responsible for developing different parts of the network.

Others say the agencies that are building key parts of the NREN are ignoring the larger needs of the nation to focus on their own agendas. Arguments also rage over how and when the network will switch from federal to private control, what access to

"Some of us keep hoping that the government will support this thing forever, and we really won't have to deal with a corporate environment."

the network will be given for commercial uses, and how the network's development will be managed.

The most difficult problem to overcome, however, may be the fact that everybody wants access to the NREN. No one is sure exactly how much the NREN will cost users. But there are two types of costs involved: those for wiring places that currently have no networking capabilities, and those for actually using the network. In both cases, broad access would probably be expensive, and someone would have to foot the bill.

"Given an infinite number of dollars, we

could do everything all at the same time, but we don't have infinite resources," says Laura Breeden, executive director of PARTNET, a non-profit association of organizations interested in the use of networks in education and research. "Some choices will have to be made."

Too Many Demands'

Thomas A. Egan, executive director of the Center for the Study of Connectivity and Data Bases at West Chester University, says, "The conflict that's arising is too many demands on too limited resources."

Still, Mr. Egan has high hopes for the network. "The audience I want to work with is a person who looks at this as a new definition of a library," he says. "We want to move graphics, video, things that take up a lot of space on the network." He also wants to make sure that schoolchildren, from kindergarten through high school, will have access to the NREN.

He admits that his goals are unlikely to be achieved in tough economic times. "I'm afraid that in a situation like this, new endeavors will be left out."

Many people agree with him. "Unfortunately," says David J. Binko, director of academic computing at the Johns Hopkins University, "the quantitative sciences are going to have an easier time justifying their need for this than the humanities or the non-quantitative sciences."

Hard sciences have an advantage in part because the legislation authorizing financial support from the government for development of the NREN was aimed at solving important scientific problems. Those

Continued on Page A24

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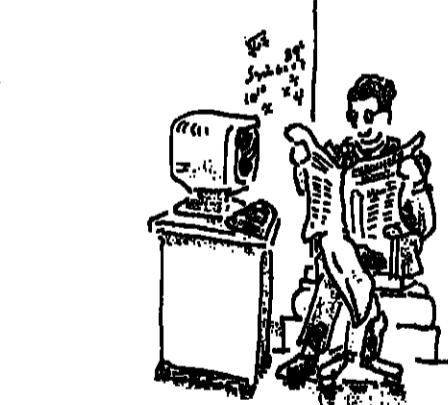
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Frustrations Seen
for Eventual Users
of U.S. Network

Continued From Page A21
"Grand Challenges" were deemed by Congress to be critical to the nation.

Beyond the financial issues are organizational ones. Responsibility for implementing the NREN is divided among the nine federal agencies, led by the National Science Foundation. Financial support for major portions of the program comes from industry and higher education.

Agencies Look to Constituents

Many of the agencies involved in developing the NREN are more interested in solving questions that are important to their own constituencies than in building a network, says Kenneth M. King, president of EDUCOM, a consortium of more than 600 colleges and 100 corporations with interests in computer technology. The agencies are putting resources into items that may largely benefit only people associated with those agencies, he says.

For example, the Department of Energy might install a high-speed connection for two of its researchers in different areas of the United States. Under certain conditions, that connection might not be accessible to those outside the agency.

"In some sense the game of building the NREN is to try and co-opt the agencies into both fulfilling their requirements and making the maximum possible investment in the common infrastructure," Mr. King says.

Getting nine federal agencies actively involved in developing the NREN assured political and financial support for the network, but it has created another problem. Critics say it is difficult to influence the development process because there is little coordination among the agencies.

Mr. King is also chairman of the Federal Network Council Advisory Committee, which theoretically has a role in the network's development. He agrees with the critics. "When you ask where is the locus of strong federal leadership in the current management scheme, it is nowhere to be seen," Mr. King says.

"From the perspective of the agencies, there is no management problem," he says. "From the perspective of the higher-education and the business communities, which are investing \$30 in this development for every dollar the federal government is putting in, there is a problem in that we have little influence over management."

New Management Planned

The Bush Administration is aware of those problems and will soon set up a new management entity, says Bruce W. McConnell, acting chief of the information-policy branch at the White House Office of Management and Budget. "We're going to make it more coordinated than it is now, and there will be some sort of central point of contact at least to be able to talk about where the program is going rather than having to talk to each

agency," says Mr. McConnell, who made his comments after he gave a speech on networking last month.

Another critical issue that has caused much debate is the operation of the NREN after federal support ends. Eventually, network operations will be taken over by a private company or companies. Some fear that less wealthy institutions could be priced out of the network when that happens.

"There will come a time when the government will seek to transfer ownership, operation, funding, or pieces of those, to the private sector," says Mr. McConnell. "The key issue is not will we privatize, but when, and how do we get there."

Operations Called Amateurish

Judith H. Franklin, director of information technology at the University of Minnesota's Carlson School of Management, says, "Some of us keep hoping that the government will support this thing forever, and we won't really have to deal with a corporate environment."

But William H. Graves, associate provost for information technology at the University of North Carolina at Chapel Hill, says that most people are resigned to the idea that the government will eventually stop running the network.

Others say they look forward to that time, arguing that many currently those performed by colleges and universities, are amateurish and unreliable.

A network run for profit would

create problems for some institutions, many of which have been insulated from the full costs of computer networking. The government essentially subsidizes access to the Internet, a network of networks that already exists, and a similar

arrangement is likely for some time with the NREN. Smaller institutions will not be able to afford access to the NREN without some sort of continued federal support, which would be difficult to guarantee at this point. "The issue," says Mr. Graves, "is who pays and what the price is."

Others say they are worried about commercialization, an issue

similarly those performed by colleges and universities, are amateurish and unreliable.

arrangement is likely for some time with the NREN. Smaller institutions will not be able to afford access to the NREN without some sort of continued federal support, which would be difficult to guarantee at this point. "The issue," says Mr. Graves, "is who pays and what the price is."

works offer slower speeds, however, then the users will only be able to transmit data at the speeds offered by the smaller network.

If a user taps into the NREN on a line with a top speed of 45 megabits—the current top speed of the Internet—the user will not see any increase in speed. But the NREN will be able to carry much more data in the aggregate than the Internet, relieving or at least reducing the problems of congestion on the current networks.

Meeting 'Grand Challenges'

The need for an extremely high-speed computer network developed in the 1980's with the establishment of the federally supported supercomputing centers, which could generate mountains of data.

The concept of such a network was incorporated into a federal High Performance Computing and Communications program developed by the White House Office of Science and Technology Policy. The program is designed to develop better hardware, software, communications, and human resources to improve high-performance computing in the future and to give U.S. companies a competitive edge by solving what are characterized as "Grand Challenges."

The high speeds that the NREN promises will be available on the equivalent of the long-distance part of the network, basically NSFNET, the most difficult and most expensive part to engineer. Users will usually reach this part of the NREN by tapping into other networks that run over shorter distances. If those networks can also carry data at gigabit speeds, then users will have access to the gigabit speeds offered by the NREN. If the smaller net-

works have already caused concern on the existing Internet, which can be thought of as a slower version of the NREN. Many do not want their electronic mailboxes cluttered with material that is not directly related to their research. Mr. Binko says he is getting increasingly frustrated by companies that have paid for access to the Internet and have sent messages inviting him to examine their software.

Resolution of copyright concerns, which have limited development of network applications.

Better security measures, to encourage the use of the NREN by those using sensitive information.

The development of directories—like telephone books—that will tell users how to find people and services that can be reached through the network.

Despite the array of problems, supporters say the technical and policy questions can probably be worked out. Some version of the NREN will be developed, they say. The question is, whose vision will be implemented? Will the NREN be a high-speed network used solely by high-powered researchers and corporations, or will it embrace those largely shut out of national networks today?

"The time is right for a real debate," says Ms. Breeden. "The program is not cast in stone. This thing is still open to debate and political inputs."

She adds: "There will come a time when the funding will come to connect public libraries and school districts and community colleges. I don't think there are going to be big winners and big losers."

Mr. McConnell agrees: "The NREN can be all things to all people. We just have to figure out how to pay for it."



Laura Breedon of FARNET: "The program is not cast in stone. This thing is still open to debate and political inputs."

legislation approved by Congress and signed by President Bush last year, is aimed at providing researchers and educators with needed computing and information resources.

The program is also supposed to serve as a kind of demonstration

project and experimental platform to show how a dramatically improved national information infrastructure—advanced computers, high-capacity networks, and vast electronic data bases—can be useful for all Americans.

—DAVID L. WILSON

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Government & Politics

'Pork-Barrel' Funds for Colleges Exceed Last Year's by 39%

Continued From Page A1
to fight hard for projects in their states and communities.

Congress distributed the earmarks to about 200 universities and colleges, or about 66 per cent more than received them in fiscal 1991. The earmarks include a \$29-million award to Boston University for defense-related research, \$2-million to the Minnesota State Board of Technical Colleges for a training program for air-traffic controllers, and \$300,000 to North Dakota State University for research on weed control.

But that does not mean the money was evenly distributed. Some states continue to fare much better than others. West Virginia received more than \$65-million, or nearly 10 per cent of the total amount earmarked, in awards to West Virginia University and Wheeling Jesuit College. Sen. Robert C. Byrd, a Democrat from West Virginia, is chairman of the Senate Committee on Appropriations and has said he considers it part of his job to direct as much federal money as possible to his state.

Delaware, in contrast, did not receive any earmarks for its colleges and universities—the only state with that distinction.

Dollars Through Regular Channels

It is not possible to determine the exact amount of money in academic earmarks going to each state because some earmarks—unlike those going to West Virginia's colleges—are shared by institutions in more than one state, and Congress does not always designate the share of the earmark going to each institution. But based on the assumption that earmarks are shared equally by the institutions involved, the following picture emerges:

■ The top five states, which accounted for 35 per cent of the total, were West Virginia, Massachusetts, Pennsylvania, Louisiana, and Michigan, in that order.

■ Those five, plus California, the District of Columbia, New York, Maryland, and Texas accounted for 52 per cent of the

overlap between institutions receiving the largest amounts of federal research funds and those receiving the largest amounts of earmarks is significant because advocates of earmarks argue that Congress uses the projects to redistribute federal dollars to states that are treated unfairly by the peer-review process.

Most of the projects to which Congress directed money involve construction of new facilities or actual research projects, but others are efforts to provide training or to transfer new knowledge to industry.

The trend toward universities' seeking

earmarks for consortia involving other institutions and businesses also continues.

The members of such collaborations sometimes include universities chosen, at least in part, to take advantage of the power that their local delegations wield on Congress-

gate production, you understand that the rest of the nation is not doing very much to help this acknowledged shortage."

If similar results are to be achieved elsewhere, he said, all of the program's elements must be retained—particularly the annual meeting that brings fellows together for a "temperature check" and interaction with scholars.

The fellows rely on each other and on the central office for support, Mr. Tribble said. "If in fact the student is doing well, but the institution isn't responding, we can find the student another institution and the money can go with them," he said.

Comprehensive Design

Edward W. Crowe, assistant director for planning and research with the Arkansas Department of Higher Education, said his department would request funds for the program in the next legislative session, although he could not say how much it would seek.

Mr. Crowe said the success of the Florida effort stemmed from its comprehensive

Continued on Page A29

and economic-development division of the GAO, the investigative arm of Congress, said an analysis prepared by the subcontractor building the supercollider estimated that the cost of one aspect of the construction would exceed the \$1.5-billion estimate "by \$73-million to \$383-million."

He added that a decision by the department last year to move the supercollider's particle-detector halls to a more geologically stable location could increase the cost of constructing the halls by \$400-million.

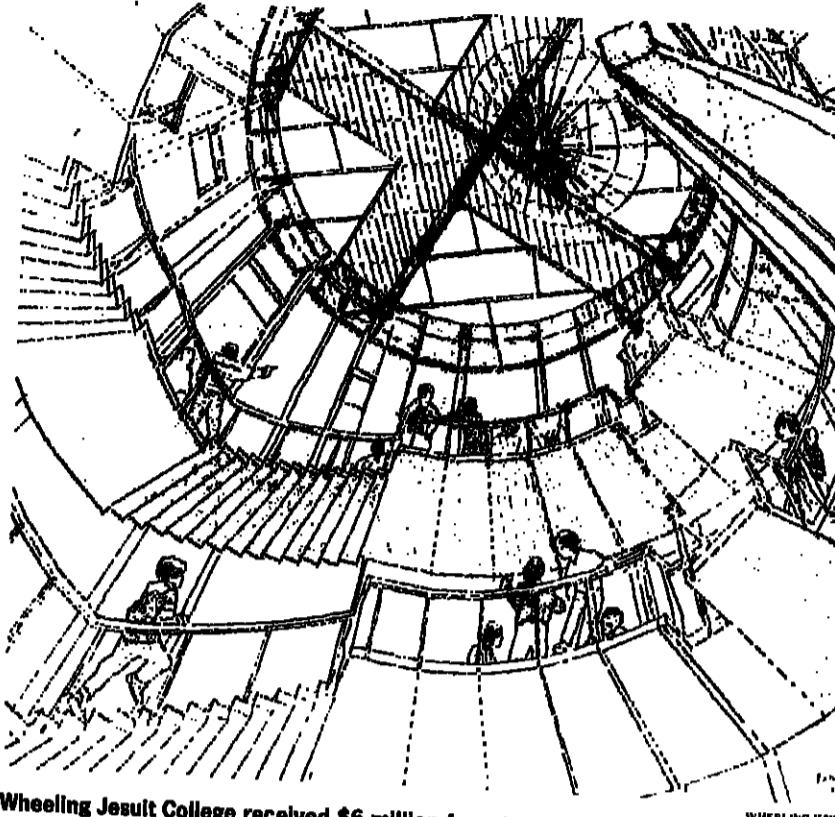
Continued on Page A29

A training program for helicopter pilots at the U. of North Dakota will be continued with about \$280,000 in support from the U.S. Army.

Studies Assert the Supercollider Is Plagued by Management and Engineering Problems

By KIM A. McDONALD

WASHINGTON



Wheeling Jesuit College received \$6-million from NASA for the "classroom of the future." The building's tower (above) will have a satellite dish on its roof.

on contracts before approval. Hundreds of thousands of dollars worth of contractor and subcontractor expenses have been approved for college scholarships, Christmas parties, Capitol Hill parties, lunches, and lobbying materials."

Two Congressional investigations have uncovered evidence that the Superconducting Supercollider, which the Department of Energy says is being built on schedule and under budget, is plagued by engineering and management problems that could significantly increase the project's \$8.25-billion cost.

In separate studies, the General Accounting Office and the Subcommittee on Investigations and Oversight of the House Committee on Science, Space, and Technology, found that recent changes in the design and construction of the supercollider could add hundreds of millions of dollars to the project's price tag. The 54-mile long, oval-shaped subatomic-particle accelerator is being built 30 miles south of Dallas.

The two groups also said that the department and the Universities Research Association, a consortium of 79 universities that is managing the supercollider for the agency, had failed to develop an accounting system that would allow Congress to track the expenditure of the project's funds.

Managers of the supercollider denied the allegations, charging that the facts were being distorted to kill the project.

Mr. Cipriano also denied that any effort had been made to hide information about management problems and potential cost overruns, despite letters produced by Congressional investigators in which agency officials expressed concerns to one another about those two areas.

In a letter written on January 24 to Roy F. Schwitters, director of the SSC Laboratory in Dallas, W. Henson Moore, then-Deputy Secretary of Energy, charged that "overrun problems are continuing and may even be getting worse. I am extremely upset at this news and USA's response. As far as I am concerned, drastic measures may have to be taken to address this problem, because it must not continue and the actions taken thus far appear to me to be woefully inadequate." A similar letter to

Mr. Schwitters was sent last December by Mr. Cipriano.

Agency officials said the concerns raised in those letters had since been corrected and that they, in fact, were evidence that the project was being well managed.

Analysis by Subcontractor

"My obligations to Congress are to share that information with Congress when it becomes a fact," Mr. Cipriano said.

But Congressional investigators maintained that what they found showed that the potential for significant cost overruns was real. Victor S. Rezendes, director of



Rep. Sherwood L. Boehlert: "Documents have been withheld, information shared sparingly, and there have been attempts to stop our oversight activities."

federal appropriations committees, some federal officials say.

Another apparent trend is the increasing participation of small institutions in earmarking.

Rep. Joseph M. McDade, Pennsylvania Republican, inserted \$10-million into the Defense Department's spending bill for Marywood College, a small liberal-arts institution in his district. The \$10-million is equal to about a third of Marywood's total annual operating budget. The money will be used to construct a building to house the Institute for Family Support Services, which studies stress in the families of military personnel.

Big Boost to an Annual Budget

Wheeling Jesuit College, which won \$23-million in earmarks for projects related to technology transfer and education, has an enrollment of about 1,400 and offers master's programs only in applied technology and business administration. The annual operating budget of Wheeling is about \$14.5-million.

Other small institutions are banding together to win earmarks, often for projects that take advantage of Congressional interest in turning research findings into new products or new ways of making products more quickly.

The Massachusetts Biotechnology Research Institute, for example, consists of five Massachusetts institutions—Worcester State College, Worcester Polytechnic Institute, the College of the Holy Cross, and Clark and Tufts Universities—as well as two research institutions, and is located in Worcester.

The institute tries to turn the results of biotechnology research to commercial applications at existing corporations in the region, and to help new companies start up. Rep. Joseph Early, a Massachusetts Democrat, has taken a strong interest in the institute and that interest, combined with Mr. Early's seat on the House Appropriations Committee—helped it win more than \$2-million in Congressional earmarks.

University officials seeking earmarks

Continued on Page A29

A \$9.9-million bond issue overwhelmingly approved by Maine legislators would pay the tuition of 3,000 unemployed people at any of the state's six technical colleges. The plan is subject to the approval of voters in the November election.

According to State Rep. Nathaniel J. Crowley, Sr., co-chairman of the House of Representatives Education Committee, about 55,000 Mainers are out of work. Of that number, approximately 23,500 have run out of unemployment benefits.

Those who take advantage of the free-tuition offer will be trained for jobs in areas of high growth and demand, such as nursing.

Said Mr. Crowley: "They will get training for high-skills, hopefully high-wage jobs, and that will help keep some of the companies in the state who require those workers."

John Fitzsimmons, president of the Technical College System, says a state study has projected that Maine would recoup the money for the bond issue within four years through increased sales- and income-tax revenue.

Mr. Fitzsimmons added that Maine voters had never rejected a bond issue to benefit technical colleges. "Basically, the public loves the technical colleges. I'd be surprised if there was anything less than 60-per-cent support for this," he said. —JOYE MERCER

Massachusetts should require its public regional and community colleges to have much more focused missions, a report says.

STATE NOTES

- **Maine free-tuition plan for the unemployed faces November vote**
- **Massachusetts commission asks clearer roles for local colleges**
- **Kansas Governor wants universities to share in federal windfall**
- **Pennsylvania enacts programs to help families save for college**

A report by the Commission on the Future of the State College and University Systems outlines a series of recommendations that could lead to the elimination of many academic programs. The commission was appointed by Gov. William F. Weld, a Republican, to advise state leaders on how to manage the colleges in light of a dramatic decline in state funds.

The report recommends that the seven non-specialized regional colleges reduce their program offerings so that each college could provide students with a "limited core program" and a specialization, such as business or allied-health professions.

For community colleges, the commission recommends that colleges near each other develop joint programs to reduce costs. The panel also suggests that three community colleges in the Boston area—Bunker Hill, Massachusetts Bay, and Roxbury Community Colleges—form a single district.

The recommendations now go to Governor Weld and the Higher Education Coordinating Council. While most state leaders agree that Massachusetts needs to reduce the number of academic programs at public colleges, the report is expected to be controversial because most colleges—and the legislators who represent

Pennsylvania has enacted two new ways to help families

districts with the colleges—do not want their local programs cut.

—SCOTT JASCHIK

Kansas Gov. Joan Finney has proposed giving universities about \$55-million of a \$185-million windfall that the state received when the federal government recalculated its payments to the state for individual-patient care.

The state will invest the money and, when students redeem the credits and enroll, pay the institutions an amount equal to their then-current tuition rates.

The state also would allow the credits to be used out of state.

To encourage purchases, the new law also says that the value of the credits will not be counted in calculations of family income when determining a student's eligibility for state financial aid.

Families that elect to use the college savings bonds will enjoy a similar feature. The law says the first \$25,000 worth of bonds a family owns can be excluded from financial-aid calculations.

Backers of the prepaid-tuition program said that by pricing the college credits at current prices, the plan avoids some of the financial risks that plans in other states have encountered.

Political considerations played a role in the decision to create two programs, legislative aides

said. The state's House of Representatives preferred the bond, and the Senate was pushing for the tuition accounts. Enacting both was a compromise and a way to get the support of Gov. Robert P. Casey, a Democrat, who has resisted prepaid-tuition proposals in the past because of concerns about their costs.

The Republican-controlled Senate adopted the plan sought by the Speaker of the House because "the Speaker is of the Governor's persuasion and we wanted to get it signed," said Fred Giles, chief counsel to the Senate President.

—GOLDIE BLUMENSTIK

Briefly noted

■ New York's highest court has unanimously affirmed a ruling that said the committee that regulates how animals are used in research at the State University of New York at Stony Brook need not comply with the state's open-records laws. The New York Court of Appeals ruled that the powers and functions of the university's "animal-care committee" derived solely from federal law and that the committee was not subject to the state statute.

■ South Carolina's Legislative Audit Council voted last week not to authorize a state audit of South Carolina State University.

A legislator had requested an audit because of concerns over a 1990 payment of more than \$28,000 in severance pay to a former university vice-president who was accused of conflict of interest because he owned a competing company that did business with the university.



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THE PORTOLAN CHART (DETAIL) FROM THE ADRIATIC ATLAS, CIRCA 1450
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End Paper: The legacy of Spain in the Americas B48

Mélange

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Section 2

April 15, 1992



By Theda Skocpol

THE NOVEMBER 1990 ELECTION WAS marked by a surprising turn of events in Pennsylvania. An unknown candidate, one burdened with what pundits would consider unpromising credentials and an impractical political strategy, won a resounding victory in the race for the U.S. Senate. Harris Wofford is a liberal intellectual and former college president. He started the race 44 points down in the polls, outshone by Dick Thornburgh, the former Attorney General and a popular former Pennsylvania Governor.

Mr. Wofford defied the prevailing wisdom of policy experts and constructed his campaign around advocacy for national health insurance. In recent decades, most experts studying health policy have taken it for granted that the American middle class would not tolerate higher taxes or governmental orchestration of health care. They have assumed that problems in our health-care system would have to be handled by modifications in the private insurance system, along with a few extra public programs to aid some of the "working poor." But then came Mr. Wofford, who advocated national health insurance as a comprehensive solution to dilemmas faced by the middle class as well as by the poor.

Why did the political possibilities of the health-care issue come as such a surprise? Why was the experts' prevailing wisdom so out of step with public concern? In the United States, as in other industrial democracies, the modern welfare state and social-scientific expertise relevant to government policy have grown up together. But policy experts seem to have given wiser political advice during the New Deal in the 1930's—when the marriage of social science and the welfare state

was first consummated—than has been given during recent decades by poverty experts, macro-economists, occupational-safety advisers, health-policy specialists, and the like. Why?

SURELY the most politically successful social policy ever devised by the federal government using expert advice was the old-age insurance program started in 1935 that came to be called "Social Security."

Technically speaking—particularly ac-

cording to the economic standards that contemporary analysts would apply—a lot of things were wrong with Social Security. Launched in the midst of a deep depression when the national economy needed a fiscal stimulus, the old-age insurance program actually started collecting payroll taxes years before it delivered any pensions to elderly people. Moreover, the program was "inefficient" about helping those most in need. It

The sponsors of Social Security consciously aimed to give broad ranks of working and middle-class Americans a financial and ideological stake in the program, building bipartisan support during successive Presidential administrations. Congressional committees were told that citizens' tax contributions insured the permanent "fiscal soundness" of the burgeoning social-insurance program.

Through a clever and widely disseminated public metaphor, Americans were told that their "contributions" insured that each wage earner would be entitled in old age to collect benefits that he or she had "individually earned." Actually, benefits are paid out of a common fund, and less-privileged wage earners receive pensions higher in proportion to their lifetime contributions than do more affluent workers.

Politically, all of this paid off brilliantly. Over time, new categories of beneficiaries and taxpayers were brought into the program, until by the 1970's it encompassed over 90 per cent of the U.S. labor force. New types of benefits also were added to the system, including survivors' insurance, disability insurance, and Medicare.

Ultimately, by following a strategy that the political scientist Hugh Heclo has called "helping the poor by not talking about them," Social Security administrators turned their program into the nation's most effective anti-poverty effort: More otherwise impoverished citizens today are boosted above the poverty line by Social Security than by all other federal programs combined.

BY THE 1980's, Social Security was by far the hardest U.S. domestic program. When the budget-cutters of the Reagan Administration set out to reduce social spending, they quickly discovered that Social Security, despite its expense, was politically untouchable.

Contrast the long-term success of Social Security to the political fate of many of the federal anti-poverty programs launched during the War on Poverty and the Great Society in the 1960's. This time, both the problems and the solutions were defined more narrowly. Drawing inspiration from specialized social-science literature about juvenile delinquency, poverty, child development,

Continued on Following Page

Politicians Criticize \$2.4-Million Retirement Package for U. of California's Outgoing President

By JACK McCURDY

OAKLAND, CAL.

State politicians sharply attacked the University of California last week after it was revealed that its outgoing president, David P. Gardner, would receive a retirement package that could reach some \$2.4-million.

The controversy detracted attention from the naming of Mr. Gardner's successor, Jack W. Peltason, chancellor of the university's Irvine campus and a former president of the American Council on Education. The flap could endanger university lobbying efforts because it came in the same week that Mr. Gardner released a letter he had sent to state officials in which he said the university had no money to spare.

'No Room for Further Cutting'

"There is no room for further cutting, squeezing, and trimming," Mr. Gardner's letter said. He also wrote that additional cuts would "mean closing the door on very large numbers of fully qualified students and/or dramatic increases in student fees and tuitions, and/or steady erosion in the quality and capability of our academic programs."

State legislators and some mem-

bers of the university's own Board of Regents said the points in the letter had been severely undercut by Mr. Gardner's retirement package.

The package includes \$738,000 in special supplemental and deferred-income plans and an additional \$50,000 a year in benefits on top of the \$80,000 a year he stands to receive under the university's pension system.

If Mr. Gardner, who is 58 years old, lives to his normal life expectancy of 76, he would receive a total of \$2,387,000.

In January, Mr. Gardner will become president of the William and Flora Hewlett Foundation.

The retirement package figures were revealed by Jeremiah F. Hallisey, a regent, in a letter of protest to Gov. Pete Wilson, a Republican, and a memorandum to the board. "When we are asking the students to pay more and faculty and staff to take less, it is nothing short of outrageous," Mr. Hallisey wrote to the Governor.

He said he would ask the board to rescind the retirement package at its meeting next month.

Tom Hayden, chairman of the Assembly's Higher Education Subcommittee, criticized the retirement package as "an unfair

giveaway when UC students are facing a 24-percent fee increase."

State Sen. Quentin L. Kopp

said: "While the Legislature strug-

gles to avoid cutting the university's budget, UC officials act profligately."

One state education official, who asked not to be identified, said his age could make it more difficult for Mr. Peltason to work with state legislators, who may view him as an "interim" president.

Several unnamed members of the UC Board of Regents reportedly conceded that they already viewed him as an interim choice. Even though he may serve for a relatively short period, Mr. Peltason has the experience in California state politics that is needed to get the university through difficult fiscal times, they said.

"When we are asking the students to pay more and faculty and staff to take less, it is nothing short of outrageous."

A Compromise Choice

A political scientist, Mr. Peltason was a compromise pick among three finalists, some regents said. The other two finalists were Richard C. Atkinson and Charles E. Young, chancellors of the system's San Diego and Los Angeles campuses, respectively.

Although both had more support among the regents initially, other objections to them could not be overcome. Mr. Peltason was then chosen as a compromise.

fits are paid out of the system's endowment, not state funds.

University officials defended the retirement benefits, saying the amount of Mr. Gardner's pension reflected the size and growth of the university and the stature of the presidency. They also said the amount was justified by the need to recruit and retain able leaders. The

The Narrow Vision of Today's Experts on Social Policy

Continued From Preceding Page

opment, and education, many programs were specifically aimed at solving the problems of impoverished adults and children. Little thought was given to using programs to inspire political coalitions and expand electoral support over the long term.

THE EXPERTS OF THE 1960's do not seem to have foreseen that many of the War on Poverty programs would backfire on the Democratic President and the liberal Democratic politicians who initially sponsored them. Yet that is what happened. From the late 1960's onward, conflicts over federal social programs increasingly divided the diverse class and racial groups that had to cooperate, or at least coexist, if the electoral coalitions of the Democratic Party were to hold together. The door was opened wide for right-wing politicians to fan popular antagonism against federal spending devoted to the poor and blacks.

Of course, electoral backlashes against the War on Poverty and liberal Democrats cannot be blamed solely on social-policy experts and their ideas. In the aftermath of the postwar migration of millions of blacks to Southern and Northern cities, as well as the momentous civil-rights struggles of the 1950's and early 1960's, the Democratic Party was bound to face fundamental strains. The incomplete policies inherited from the New Deal certainly had to be reworked to include previously ignored Americans and to deal with new social problems. But the experts who planned the War on Poverty did not realize that they could—and should—use federal programs to encourage broad political alliances and to reinvigorate the citizenry's moral vision of the importance of providing for common social needs.

Nor is such thinking common among the experts who have grappled since the 1970's with issues of poverty. The "urban under-

class," health care, or "welfare reform." Whether located in Washington or in academe, most of today's social-policy experts find it more comfortable to think apolitically about technically efficient solutions to narrowly defined social problems. Without much self-consciousness, contemporary policy specialists regard the specific groups they want to help as *objects* of success. They do not think of those whom they want to aid, or of the American citizenry in general, as active political participants likely to help shape the fortunes of governmental programs over time.

If the sponsors of Social Security seem

"For the most part, contemporary experts . . . spend their time talking to—and for—one another."

to have thought about social-policy making somewhat differently from the way most experts do today, I don't think that is just a matter of chance or personalities. Many of the earlier policy experts had studied the political economy of institutions at the University of Wisconsin. They combined such study with work in sociology, economics, political science, and the history of U.S. labor movements and public policy. As a result, these experts' intellectual formation was much less specialized and technically oriented than the curricula that social-policy experts have studied in recent decades in social-science disciplines or schools of public policy.

What is more, in Madison, Wis., during the 1920's and 1930's, students and professors got involved in the nitty-gritty of drafting legislation and negotiating with business, labor, farm, and other politically

MÉLANGE

The Moral Ambiguity of America's Western Past; the Self-Perpetuating Nature of Racial Politics

SOME . . . icons are nostalgic and sentimental, inventing a fictitious golden age when men and women better understood their roles in life, when good and evil seemed easier to recognize, when life itself seemed simpler. Except, insomuch as they capture old longings that Americans have cherished for a long while, they tell us more about modern anxieties and futilities than they do about past reality. Other icons are more genuinely ambivalent, precisely because they express the paradoxes of the present in the very act of representing the past. The wilderness we try to lock away in a timeless place refuses to remain unchanged and soon comes to symbolize the very opposite of the thing it ostensibly preserves. Rather than a landscape of boundless freedom, it is a walled-off preserve in which the very act of experiencing the wild proves how tame it has become. The men who wear cowboy hats in downtown Houston or Denver now manage the institutions that drive ranchers and cowboys bankrupt. Oldest of all, there is the tragic frontier icon of "noble but doomed" Indian warriors making their "last

stand" as a "vanishing race." Like all the others, this one cuts both ways, especially since it encourages one to forget that Indian men and women continue to struggle for dignified lives in the modern world: they have neither vanished nor made their "last stand." But even the myth of a doomed race suggests the hard truth that the America we know today was built on the bones of those who never wanted it to exist. The moral ambiguity of that fact is not likely to vanish.

—William Cronon, professor of history; George Miles, curator of the Western Americana Collection; and Jay Gitlin, lecturer in history, all at Yale University, in Under an Open Sky: Rethinking America's Western Past, published by W. W. Norton

AS THE TWENTIETH CENTURY nears its end, the prevalence of racial politics on the streets and in the halls of Congress means that a national ideology—one based on imperatives formulated in the antebellum South—will continue to war against reality in an

—Jacqueline Jones, professor of American civilization at Brandeis University, in The Dispossessed: America's Underclasses from the Civil War to the Present, published by BasicBooks

OPINION
Agendas, Alternatives, and Public Policy

engaged groups. Before they ever went to Washington, in short, the Social Security experts had learned to think holistically, historically, and politically, as well as in terms of economic efficiency.

FOR THE MOST PART, contemporary public-policy specialists regard the specific groups they want to help as *objects* of success. They do not think of those whom they want to aid, or of the American citizenry in general, as active political participants likely to help shape the fortunes of governmental programs over time.

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What is more, in Madison, Wis., during the 1920's and 1930's, students and professors got involved in the nitty-gritty of drafting legislation and negotiating with business, labor, farm, and other politically

institutions that had to be part of the profession.

These networks have a mutual interest in exploring the technical ramifications of specialized policy areas—as Hugo Heel says, "searching our complexity in what might seem simple." As he further explains in an essay in *The New American Political System*, the proliferation of issue networks may undercut democratic political processes that should work to simplify complex policy issues "into a few broadly intelligible choices."

TODAY'S POLICY EXPERTS conduct their discussions mostly apart from the electoral and political processes that actually determine what topics are put on the public agenda and which ones ultimately are enacted after legislative bargaining. After talking primarily among themselves, the experts wait for occasions when politicians and interest groups can be persuaded to accept their technically efficient solutions. Politics and policy are significantly "decoupled" from one another in contemporary national governance, according to the analysis by the political scientist John Kingdon in his book

LETTERS TO THE EDITOR

Accreditation Standards in Teacher Education

To the Editor:

The Chronicle (March 25) tells of four Iowa university presidents' unilateral withdrawal from the National Council for Accreditation of Teacher Education ("Iowa colleges withdraw from accrediting process," in Brief). The four presidents (from Drake and Iowa State Universities and the Universities of Iowa and Northern Iowa) should be invited to reconsider their stance, because their collective action, regardless of doubts about their candor in stating the *real* reasons for withdrawing, raises disturbing questions about their understanding of accreditation processes.

The professionals who participate in these networks have a mutual interest in exploring the technical ramifications of specialized policy areas—as Hugo Heel says, "searching our complexity in what might seem simple." As he further explains in an essay in *The New American Political System*, the proliferation of issue networks may undercut democratic political processes that should work to simplify complex policy issues "into a few broadly intelligible choices."

Mr. Wofford's surprising victory,

Professional accreditation is not primarily a hurdle, successful leaping of which leads to a reward. Its worth and meaning cannot be judged by simple comparison to the effort expended. Such a stance fundamentally misunderstands pursuit of accreditation as a search for a prize rather than possibility of a universal program will main alive. I admit to feeling a certain simonism about this, however. Until U.S. policy experts learn to take a more integrative view of the potential coalitions that could be formed to support various proposals, it is hard to believe that we will politically creative social-policy making Washington.

Our colleges and universities shall broaden the horizons of those they train experts in public policy. Students should be encouraged to undertake internships communities, agencies, and politically active groups, learning through engagement with people directly affected by social problems and also those involved in policy making. At the same time, scholars teaching and research can do more to highlight links across apparently disparate areas of policy and politics. The sort of understanding that academic programs could foster nicely exemplified in a new book by the political scientist Margaret Weir, *Politics and Jobs: The Boundaries of Employment Policy in the United States*, in which she explores connections among recent debates about economic growth, race, poverty, and welfare.

To see accreditation only in terms of narrow institutional benefit, in effect, means that these presidents have arrogated to themselves a responsibility that belongs to a much larger professional whole. Their complaints—that NCATE is prescriptive, costly, and time consuming—revel far more than they intended.

All accreditation reviews are in some sense prescriptive. All quality-control efforts entail serious investment.

WEEL-IN-SIGNED curricula for "policy studies" must, of course, demand mastery of particular problems and sets of technical solutions; yet they should also go beyond the encompass history, politics, public ethics, and rhetoric. Experts need to understand the political and sociocultural processes that have led to—and followed—particular policy choices in the United States and other nations.

If they achieve such understanding, policy experts are bound to be both sobered and liberated: sobered because they will realize that "optimal" outcomes are never actually achieved and liberated because they can become more active participants in a revitalized democratic politics. Like those who framed Social Security, more broadly educated social-policy experts could again become full partners—along with political leaders and citizens—in continuing dialogues about how best to define, as well as to serve, the public interest.

While the self-assertion of their own institutional superiority denies the worth of the larger professional collectivity, more damaging still is the prospect of delivering their institutions directly into the hands of those who want such matters to be left to political authorities. As university presidents, they have to know that sets a dangerous precedent that they should be acting to forestall rather than abet.

It is not too late to reconsider. All that is needed is a shift of stance from

what's in it for the four presidents to what's in it for (1) the *profession* of which their teacher-education units are presumably a part, and (2) the children and larger community whom they and their teacher-education graduates would serve.

HENRY D. GUTHRIE
University Professor of Education and Policy Science
University of Cincinnati
Cincinnati

To the Editor:

Iowa's teacher-education programs have dropped the National Council for Accreditation of Teacher Education. The university presidents cited expense, irrelevance, and low standards.

But the reason is a campus reaction against accrediting agencies. A money crunch is making it difficult for presidents and provosts to maintain quality in "non-priority" programs. Their response is to eliminate the accountability process for those programs.

This affects their alumni. My degree is cheapened when my program eliminates accreditation for my profession. My degree now has no more legitimacy than a mail-order degree.

The universities didn't consult education groups before dropping NCATE. They discredited an entire sector without a hearing. They did so before a meeting to discuss the situation with NCATE. While autonomy rests with those who are responsible for a decision, others must be consulted if academic and democratic values are to be maintained.

Unlike other state agencies, Iowa's Board of Regents isn't required to hold public hearings before it changes its rules. If the regents were required to hold hearings, they would make fewer arbitrary decisions. . . .

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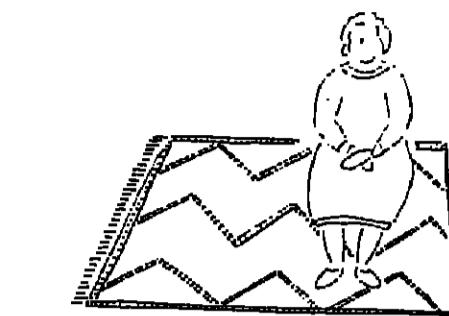
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PROF. O'KEEFE FINDS HERSELF CALLED ON THE CARPET
THE CHRONICLE OF HIGHER EDUCATION

cost of replacing the assets some time in the future. The accounting firm KPMG Peat Marwick, Education Secretary Lamar Alexander estimates that direct loans would increase the current federal debt by over \$10-billion a year and \$200- to \$300-billion over a 20-year period. In addition, serious cash-flow problems most likely would exist under a program dependent on federal money. A budget impasse during negotiations or a federal limit on how much money is allocated each year would cause problems in fund distribution and availability. And, with direct loans dependent on federal money, Congress could abandon the entitlement nature of student loans, setting fixed annual-funding limits and causing available funds to be rationed among eligible students.

If Harvard had used replacement-cost depreciation in the years going back to 1974, it probably would have reported a deficit in most of those years. Similarly, if the other universities mentioned in the article had used replacement-cost depreciation, their deficits would have been larger than the amounts cited.

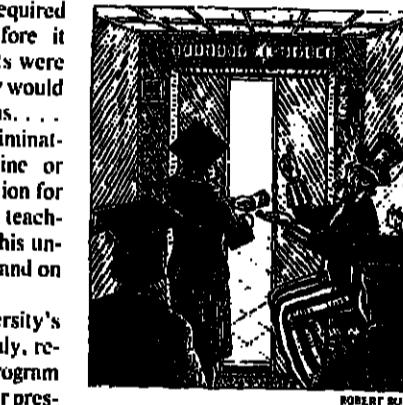
Robert N. Anthony, Trustee of Colby College, Waterville, Me., and Town Auditor, Waterville Valley, N.H.

Title IX, equity, and college sports

To the Editor:

Historically there has never been any equity between major and minor intercollegiate sports teams (male). In spite of this financial imbalance, minor sports have survived. Title IX has the potential to wipe out this legacy. Supreme Court Rules That Victims of Intentional Sex Bias Can Sue Colleges for Punitive Damages Under Title IX, March 4) if women athletes allow their ambitions to cloud their perception of the economics of sports survival.

R. HANLON
Associate Professor of Education
Providence College
Providence, R.I.



BEST-SELLING

ROBERT RUEHL

Bluestone and Jerome M. Comowich, income-contingent loans will eliminate defaults because of the payroll-deduction repayment feature. This simply is not true. The majority of defaulters are not well-to-do college graduates who are capable of repaying their student loans but refuse to.

Rather, the typical defaulter is poor, unemployed, and without the means to repay his student loan, according to a study by the General Accounting Office. Payroll-deduction repayment doesn't address this major fact about student-loan defaults.

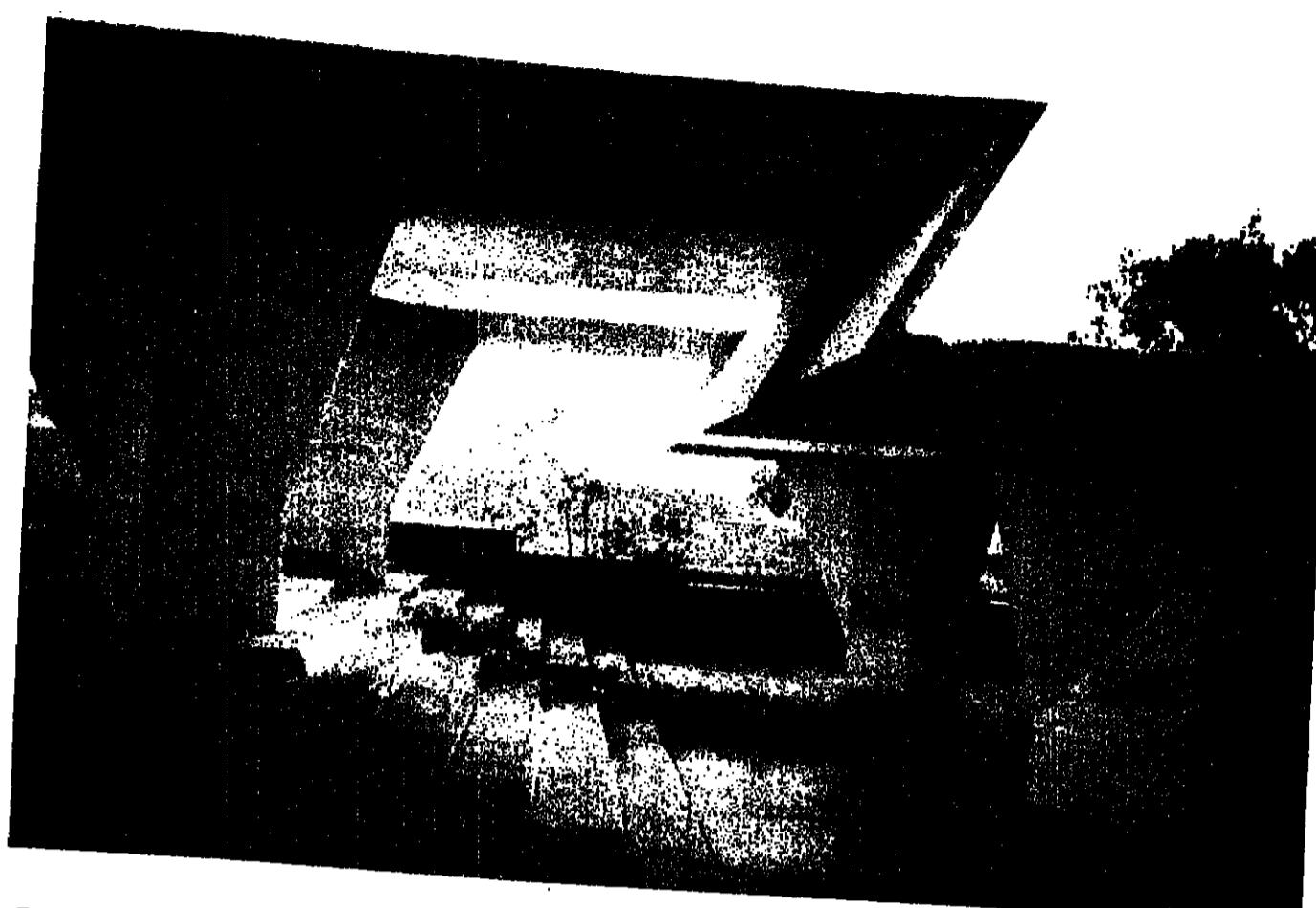
Even the current Guaranteed Student Loan program, which allows students to defer their loan payments while they are unemployed, can't completely eliminate this type of default. This is due to the fact that borrowers often don't know the options available to them, they don't understand the obligations that come with borrowing money, and they fail to talk to their lender or guarantee agency when they find themselves in a tight situation. Unfortunately, the direct-loan proposal also ignores these factors.

The article also claims that a di-

The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

ARCHITECTURE



FLORIDA SOUTHERN COLLEGE

Echoes of Jefferson in a Campus Designed by Frank Lloyd Wright

By Lawrence Biemiller

FIRST, the blasphemy: Frank Lloyd Wright's quirky, extraordinary campus for Florida Southern College has a surprising amount in common with the magnificent core that Thomas Jefferson created more than a century earlier for the University of Virginia.

Now, a question: Who is being blasphemed, Wright or Jefferson?

In fact, the comparison will probably enrage Wright disciples almost as much as it offends Virginia alumni. But the two campuses' similarities help highlight some of the strengths and weaknesses of Wright's plan for Florida Southern.

The most striking similarity is that for Wright, as for Jefferson, no hallway or side door or garden wall was too insignificant to design, and design well. And both architects took great care to imagine not just how their buildings would look from the front but also how the people who moved through the structures would experience them. Again and again, the visitor senses that an entrance, a turn, or a view has been manipulated with a clear purpose.

In many ways, of course, the buildings Jefferson and Wright designed could not be more different. Jefferson's tightly packed campus is a virtual mind-virtuous history of Greek and Roman architecture. Wright's structures here, dispersed in a seemingly relaxed fashion across what had previously been an orange grove, protest what Wright described in a letter as "the regimentation characteristic of the classic."

A drawing of the plan shows the "water dome" (left), the circular library and the large chapel (center), and the unbuilt arts complex (foreground) and amphitheater.

or Gothic architecture which have been a college habit in America."

Instead, Wright's buildings offer what he said was a Floridian interpretation of the now-familiar "organic" architecture—the style he pioneered in his Prairie houses and made famous at his Arizona home and studio, Taliesin West.

Wright was brought to Florida Southern by the man who was its president from 1925 to 1957, Ludd M. Spivey. The little-known Methodist college had moved to Lakeland in 1922, upon completing the first buildings of what was to have been a red-brick, Beaux-Arts campus. But chronic financial problems prevented the administration from carrying out more of the original plan. In 1938, with far more bread than cash, President Spivey asked to meet Wright to discuss plans for a "great education temple in Florida."

Wright's plans for the college envisioned a series of boldly horizontal buildings connected by covered walkways, here called esplanades. The campus would be based in part on 30-, 60-, and 90-degree angles. These would influence not only the location of the buildings but also their design

Wright, then almost 70, was just beginning what became the second major phase of his career—a phase that would turn out to be as influential as the first. He had recently completed the famous house known as Fallingwater; he was still working on the Johnson Wax Administration Building. He had spent the difficult years of the early 1930's working on an enormous project, never built, that he called Broadacre City; however uncertain its finances, the Florida Southern commission offered him a chance to create a city on a smaller scale.

Wright's plans for the college envisioned a series of boldly horizontal buildings connected by covered walkways, here called esplanades. The campus would be based in part on 30-, 60-, and 90-degree angles. These would influence not only the location of the buildings but also their design

and even their ornamentation. Ordy Hall, actually a series of buildings arranged around a small courtyard, offers the most obvious example of this triangular form, in which the hypotenuse serves as the base and the roof trusses slope at 30- and 60-degree angles.

Elsewhere on the campus, Wright sought inspiration in another favorite shape, the circle. The original library has a circular reading room that serves as a prominent feature. Nearby was to have been a "water dome," a large round pool with nozzles built into its edge that were supposed to spray water upward and toward the center, creating the dome. The machinery never worked properly, however, and a circular plaza with small pools now occupies the site.

But even in buildings based on triangles and circles, Wright's preoccupation with the horizontal is obvious. In his 1958 science building, completed the year before he died, Wright gave this preoccupation free rein and produced a design that is unassuming and supremely elegant.

The exterior sets plane above plane. Alongside the building, the esplanade roof descends in overlapping, parallel planes; above are the multiple roof planes of the building proper. Inside, a corridor that serves as the structure's spine meanders among rooms on three levels and gives a sense of openness without compromising intimacy. Although the two-story corridor is tall and narrow, the cast blocks that Wright used in all his buildings—six inches high by three feet long—effectively dissipate any sense of verticality. At both ends of the hull, an intermediate roof plane pierces the windows and walls to reinforce the feeling of horizontality.

Fortunately, the science building has not yet suffered a renovation like the one that has robbed Ordway Hall of its original coloration. Here Wright's deep-red floors, simple woodwork, and sandstone-colored cast blocks blend so harmoniously that Ordway's cream-colored paint job seems garish by comparison.

Even so, electrical cables are strung from window to window outside the science building, as if to remind visitors how difficult it is to balance the college's academic needs against its role as conservator of Wright's buildings.

The campus's centerpiece, the Annie



In Florida Southern's Danforth Chapel, the smaller of two on the college's campus, Wright gave a tiny building the kind of theatricality that most architects would reserve for much larger structures.

FLORIDA SOUTHERN COLLEGE

Pfeiffer Chapel, was the first building completed and is undoubtedly the most eccentric. The main mass of the chapel is a low hexagon; above it rises a tall, rectangular tower that admits light to the sanctuary below. The tower is supported at each end by three pairs of pyramids, stacked one pair on top of another; each pyramid is turned on its side so that its tip presses against the tip of its mate.

Ray Fischer, the college's public-relations director and Wright expert, explains the pyramids as an engineering trick: By allowing the inward-facing pressures of the chapel's left and right wall-and-ceiling systems to counteract each other through the touching pyramids, Wright avoided cluttering the interior with supporting columns.

NOT SURPRISINGLY, the college has had some difficulty commissioning new buildings to complement Wright's. Nils Schweizer, a student of Wright's who served as his on-site assistant during part of the construction process here, designed most of the major buildings that have been erected since Wright's death. Schweizer, who died in 1988, proved adept at imitating Wright's architectural vocabulary, but growing enrollments forced him to work on a scale that overwhelms Wright's. And only one of the buildings he designed using Wright's vocabulary is really satisfying—the new library. By far the best of Schweizer's structures here is a 1984 business-and-economics building that makes a clean break from Wright.

In this, of course, Wright's legacy echoes Jefferson's—imitations of Jefferson's style have been provoking controversy at Virginia ever since Robert Mills put an annex on the back of Jefferson's Rotunda in 1853. One other parallel: Neither words nor photographs can do justice to either campus. Visit Jefferson's first, but don't miss Wright's.



In the Annie Pfeiffer Chapel, facing pyramids distribute the building's weight, allowing glass to be used in walls and roofs.

FRANK LLOYD WRIGHT FOUNDATION

BULLETIN BOARD: Positions available



The University of Sydney
Australia

Faculty of Science

CHAIR OF PURE MATHEMATICS

Reference No: 13/01

Applications and expressions of interest are invited for appointment to a Chair of Pure Mathematics within the School of Mathematics and Statistics which fall vacant on 1 January 1991 on the retirement of Professor G.E.Well, FFA.

The University is seeking applicants with a capacity for leadership in research and teaching. Established areas of research in Pure Mathematics include category theory, algebraic groups and their representations, computational algebra and number theory, topology, number theory and combinatorics. While preference may be given to applicants with expertise in one or more of the above areas, suitably qualified persons from any branch of Pure Mathematics are invited to apply.

It is anticipated that interviews for the Chair will be held within three months of the closing date.

Salary will be at the rate of \$73,800 - \$77,900 per annum (top of salary range will not be available until 23 July 1992). Provision is made for limited private consulting in accordance with the University's regulations. Assistance with relocation expenses to Sydney will be provided.

Enquiries about the School and the Chair should be directed to the Head of School in writing, by telephoning 612 692 4533 or by fax to 612 692 4534.

The University reserves the right not to proceed with any appointment for financial or other reasons.

Membership of a superannuation scheme may be a condition of employment for new appointees.

Method of Application for Academic positions: Four copies of the application, quoting reference no., including curriculum vitae, more than five referees, to be lodged by the above closing dates.

All applications to be sent to: The Assistant Registrar, Academic Appointments, Staff Office (KC7), The University of Sydney, N.S.W. 2008, AUSTRALIA. Facsimile 61 2 692 4318

Final employment opportunity and no smoking in the workplace are University policies.



HONG KONG
BAPTIST COLLEGE

* A Government-funded institution of Higher Education offering undergraduate and postgraduate courses *
DEPARTMENT OF CHINESE LANGUAGE & LITERATURE
Senior Lecturer/Lecturer (PROF)
(Tenure September 1992)

The College is seeking a qualified academic to teach subjects in Chinese Language and Chinese Intellectual Thought. Applicants should possess a recognised higher degree in Chinese, preferably a Ph.D. degree or equivalent. Relevant teaching experience at the tertiary level is desirable.

Depending on qualifications and experience, salary will be in the range of HK\$55,020 to HK\$111,680 p.a. for Senior Lecturer/Lecturer. Applications on overseas terms will normally be for a term of 2 years. A gratuity of 25% for Senior Lecturer and 15% for Lecturer will be paid upon satisfactory completion of contract. Subject to review and mutual agreement, the appointment may be renewed either on a renewable term or gratuity terms.

Other benefits include vacation leave, medical & dental benefits and housing assistance.

Application Procedure: Please send by fax or by mail complete CV, transcript(s) and a recent photo to the Personnel Section, Hong Kong Baptist College, 224 Waterloo Road, Kowloon, Hong Kong [Fax: (852) 530-7371]. Candidates should also attach at least three references to write directly to the College. Deadline for application is 24 April 1992.

All full-time faculty position fall 1992, to direct, implement and teach courses primarily in Chinese, English and Spanish in a growing program at Asia Christian University. Minimum requirements: MFA and college teaching experience, desk-top publishing and computer graphics required. Send resume and examples of work to: Dr. John Hartman, 200 Wornom Road, Kansas City, Missouri 64110-2207. Closing date: April 17, 1992. Screening will begin April 1, 1992.

Asian Student Asian Languages and Literature, University of Iowa, Iowa City 52242, seeks a Visiting Instructor of Chinese Linguistics. Committee at the Director, 314/315, 1992. Applications will be accepted until position is filled. Women

THE UNIVERSITY OF AUCKLAND New Zealand A LECTURESHIP IN FRENCH Department of Romance Languages (Vacancy UAC.141)

The Department of Romance Languages teaches French, Italian, and Spanish from first year to Master's and Ph.D. level. The present teaching staff in French is 1 professor, 1 Associate Professor, 4 Senior Lecturers, 2 Lecturers, 1 Half-Time Tutor, and 2 lecturers whose teaching and research fields include areas of both literature and linguistics.

Candidates should have completed a Ph.D. or its equivalent in an appropriate area, and have native or near-native competence in French.

The appointee will be expected to participate fully in the development and teaching of both modern literature and language courses, and to engage in research.

Commencing salary will be established within the range \$NZ237,440-\$NZ288 p.a.

Conditions of Appointment and Method of Application are available from Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom all applications should be forwarded by June 1992.

Please quote Vacancy Number UAC.141 in all correspondence.

The University of Auckland
An Equal Employment Opportunity Employer

EXECUTIVE DIRECTOR'S POSITION THE UNITED STATES EDUCATIONAL FOUNDATION IN INDIA (USEFI)

Applications are invited from Indian and American citizens for the Executive Director's position as the US State Educational Foundation in India (USEFI), a half-yearly bi-lateral educational programme responsible for administering the USEFI Academic Exchange Program.

Candidates must have at least ten years experience as a senior administrator in a degree course, or teaching in an American university if Indian or an Indian university in America.

The Executive Director's position requires dynamic management (local and international) and American social/cultural system is essential.

Experience in Indian educational organizations is preferred.

Duties will include, but not be limited to, the complete administration of the New Delhi Headquarters and three regional offices located in Bombay, Calcutta and Bangalore. Total staff at all four locations will normally forty-five.

Applicants must be able to give direction and implement an international exchange programme with the changing needs of the Foundation.

Financial and administrative functions are divided equally between administration and public relations. Extensive travel within India and abroad is required.

A five year renewable contract beginning between August and November this year; salary negotiable. Apply in confidence by May 15, 1992, to:

The Chairman
USEFI Board
c/o American Center (USA)
21 Kankarbagh Colony
New Delhi 110001, India

DES MOINES AREA COMMUNITY COLLEGE Instructor Positions

Ankeny Campus—Biology, English, Philosophy, Physics/Math: Master's degree in the discipline or any Master's degree and 12 graduate hours in the discipline. Math requires only a Bachelor's degree.

Carroll Campus—Chemistry/Biology: Master's degree in Chemistry or Biology and 12 graduate hours in the alternate discipline or any Master's and 12 graduate hours in each discipline.

Urban Campus—Math: Master's degree in Math or any Master's and 12 graduate hours in Math.

For application materials, call (515) 964-6889. Materials must be returned to Human Resources by 5:00 p.m., May 18, 1992.

Des Moines Area Community College
Ankeny, Iowa

EEO/AAA

Tenure-track Position in Area Studies relating to British and/or American Culture

Aoyama Gakuin University invites applications for Assistant Professor or Professor in Area Studies relating to British and/or American Culture, beginning April 1993. Applicants must have native speaking ability in English with a Ph.D. or equivalent, three years' university teaching experience and publications. Familiarity with the respective language and culture are desirable. Y6—9,600,000.

Please send for an application form which must be returned with other materials by May 31, 1992. Address: Area Studies Faculty, Department of English and American Literature, Aoyama Gakuin University, 4-42 Shibuya, Shibuya-ku, Tokyo 150 Japan, Tel: 81(Japan)-3-3486-8390.

and minority applicants are especially encouraged to apply. AA/EOE.

Athletics: James Madison University, Division of Intercollegiate Athletics, Box 5150, Harrisonburg, VA 22805. Applications are invited for the position of Head Coach in Basketball. Qualifications: Bachelor's degree required; related field; 21 College basketball coaching experience required; previous administrative ability to design and administer an athletic program; ability to understand and implement rules and regulations while maintaining a positive attitude; ability to relate to students and faculty; ability to insure that student-athletes receive proper guidance, supervision, and support; ability to recruit and retain quality student-athletes; ability to maintain a positive relationship with parents and spectators; ability to maintain a positive relationship with the media; ability to maintain a positive relationship with the community; ability to maintain a positive relationship with the university; ability to maintain a positive relationship with the university administration; ability to maintain a positive relationship with the university faculty; ability to maintain a positive relationship with the university staff; ability to maintain a positive relationship with the university students; 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MORGAN STATE UNIVERSITY

Morgan State University is an urban-oriented institution which is committed, at the undergraduate level, to liberal arts, business, education and engineering. Undergraduates may pursue studies in forty-five areas of concentration, as well as in pre-professional fields of pharmacy, dentistry, medical, physical technology and law. At the graduate level, the University offers twenty-three master's degree programs, including programs in the arts and sciences, business, education, built environment studies (i.e., architecture, landscape architecture and city regional planning), and transportation. The University also offers a doctoral program in urban educational leadership. Morgan State University announces the following positions available in the College of Arts and Sciences for the 1992-93 academic year.

Department Chairpersons

(Appointments as chairpersons are for 12-month contracts (beginning July 1, with faculty rank and salary dependent upon qualifications.)

ENGLISH AND LANGUAGE ARTS: Duties include offering leadership for three undergraduate programs (English, Speech, and Humanities) and one graduate program (Master's in English); supervising 30 full-time faculty members, promoting faculty and program development and teaching one course per semester. Qualifications include a Ph.D. in literature or linguistics, research record and some administrative experience.

FINE ARTS: Duties include offering leadership for three undergraduate programs (Art, Music and Theatre Arts) and one graduate program (Master's). Promote and develop full-time faculty members and a number of part-time faculty members; promote faculty and program development; and teaching two courses per semester. The chairperson also works closely with the interdisciplinary Humanities Program and the University Performing Arts Series. Qualifications include a terminal degree in Art, Music, or Theatre Arts; a record of research and/or creative scholarship and some administrative experience.

FOREIGN LANGUAGES: Duties include offering leadership for an undergraduate program in foreign languages (French, German, Latin and Spanish) faculty members; promote faculty and program development; supervising four full-time faculty members; promoting faculty and program development; and teaching three courses per semester. Qualifications include a Ph.D. in Spanish, a record of research and some administrative experience.

POLITICAL SCIENCE AND INTERNATIONAL STUDIES: Duties include offering leadership for undergraduate programs in Political Science and International Studies and a graduate program in International Studies and using four faculty members; promote faculty and program development; and teaching two or three courses per semester. Qualifications include a Ph.D. in American government and politics, public administration, or public policy, a record of research and some administrative experience.

SOCIOLOGY AND ANTHROPOLOGY: Duties include offering leadership for undergraduate and graduate program in sociology; supervising four full-time faculty members and a number of part-time faculty members; promoting faculty and program development; and teaching three courses per semester. Qualifications include an earned doctorate in sociology or anthropology, a record of published research, teaching administrative experience and the ability to teach in one or more of the following areas: criminology, law and justice, marriage and family, demography, research methods, or social statistics.

TENURE-TRACK FACULTY POSITIONS

All faculty positions require a Ph.D. in the field specified (unless noted otherwise), a record of research and publications, and some experience in college-dependent upon qualifications.)

CHEMISTRY (Environmental and Industrial): To teach freshman chemistry and undergraduate and graduate courses in environmental and industrial courses in oil, middle and Renaissance literature and in Chaucer and disciplinary humanities.

ENGLISH (Linguistics and Language): To teach undergraduate and graduate courses in Linguistics and the history of English language, as well as undergraduate courses in Freshman Composition and Interdisciplinary humanities.

HISTORY (African): To teach undergraduate and graduate courses in African history, as well as either world civilization or African history.

HISTORY (European): To teach undergraduates and graduate courses in European history, especially as it relates to European imperialism and African colonization.

INTERNATIONAL STUDIES: To teach undergraduate and graduate courses in International studies, with a special emphasis on African studies.

MATHEMATICS: To teach undergraduate and graduate courses in mathematics, with preferred specialty in logic and foundations or differential equations.

PHILOSOPHY: To teach undergraduate general education courses in "Introduction to Logic," as well as upper-level courses in philosophy.

PHYSICS: To teach introductory and advanced undergraduate and graduate courses in physics and supervises student research. A background in experimental solid state physics is desirable, but applications from theorists will be considered.

PSYCHOLOGY: To teach undergraduate courses in clinical psychology and social, health, or criminal psychology.

SPEECH AND THEATRE ARTS: To teach speech, argumentation and debate and theatre arts.

Send letter of application, résumé, and three letters of reference to:

Burney J. Hall, Dean
College of Arts and Sciences
Morgan State University
Baltimore, Maryland 21239

DEADLINE FOR ALL POSITIONS: MAY 11, 1992.

Business Administration: Tenure track management/marketing professor beginning Fall 1992. Doctorate required; preference given to candidates with teaching experience. Teaching responsibilities will include 12 hours per semester total, including supervision of office personnel. Previous required District application materials. Open until filled. Screening of applications will begin April 27, 1992.

DEADLINE FOR ALL POSITIONS: MAY 11, 1992.

Business Affairs: The Housing Division of the University of Virginia solicits applications for the position of Associate Director of the Division for Student Affairs. Housing Division is a self-supporting auxiliary service responsible for comprehensive management of approximately 6,200 single-

student bed spaces, 323 student family apartments, and 150 faculty and staff apartments. The Division maintains a broad spectrum of services, including conference activities, services and facilities, and management of approximately \$20 million annually. The Associate Director will be responsible for the administration of all budgetary and financial mechanisms, including financial management, organizational resources, and sales management. Western State College is a four-year undergraduate liberal arts college of 2,000 students located in the western Colorado mountains. Send resume, résumé, philosophy of teaching statement, and three letters of reference to: Business and Accounting Department, Department of Business and Accounting, Box 9007, Chapman, Colorado 81613. Screening of applications will begin May 11, 1992 and an affirmative action minority is selected. Women and minorities are encouraged to apply. LOB/AA.

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TENURE-TRACK FACULTY POSITIONS

(All faculty positions require a Ph.D. in the field specified, a record of research and publications, and some experience in college-level teaching. Faculty appointments are for 10 months, with rank and salary dependent upon qualifications.)

Morgan State University announces the following positions available in the School of Education and Urban Studies for the 1992-93 academic year:

EDUCATIONAL ADMINISTRATION: To teach graduate courses in educational administration at both the master's and doctoral levels.

CURRICULUM: To teach introductory and advanced undergraduate and graduate courses in curriculum and instruction. (Level K-12 including methods courses.)

SOCIAL POLICY/EDUCATIONAL PLANNING: To teach graduate and advanced graduate courses in social policy and/or educational planning.

PSYCHOLOGICAL FOUNDATIONS: To teach psychological foundations across all programs.

Send letter of application, resume, and three letters of reference to:

Dr. Patricia Morris, Acting Dean
School of Education and Urban Studies
Morgan State University
Baltimore, Maryland 21239

Morgan State University announces the following positions available in the School of Engineering for the 1992-93 academic year: (Persons interested in being considered for leadership roles as chairpersons should so indicate and prepare their applications accordingly.)

CIVIL ENGINEERING: Areas of interest include transportation engineering, environmental engineering, structural engineering, geotechnical engineering, environmental engineering, structural engineering, geotechnical engineering, microelectronics, digital systems engineering, microwave/

ELECTRICAL ENGINEERING: Areas of interest include modeling and lightwave communications.

INDUSTRIAL ENGINEERING: Areas of interest include computer integrated manufacturing, engineering management, system systems management, production systems, ergonomics, human factors engineering.

Send letter of application, resume, and three letters of reference to:

Eugene M. DeLoach, Dean
School of Engineering
Morgan State University
Baltimore, Maryland 21239

KELLOGG COMMUNITY COLLEGE

Tenure-track Faculty Positions

Arts & Sciences

Job #424 Art
Job #426 Art (including non-major chemistry)
Job #421 Communications
Job #422 Social Science (sociology)
Job #423 Social Science (area studies)

Career & Occupational Education

Job #426 Electronics Technology

Job #427 Nursing

Arts & Sciences and Career & Occupational Education

Job #428 Math (concentration in technical or applied math)

Requirements:

- In Arts & Sciences include: a master's degree in the appropriate area; successful teaching experience.
- In Career & Occupational Education include: a master's degree; two years of related work experience; successful teaching experience. The master's degree in nursing, Michigan RN licensure, and two years' successful teaching experience are further required for Nursing.
- In Math include: a master's degree; work experience in industry; successful teaching experience.

Salary commensurate with education and experience (Step 4 maximum). Send letter of application and resume by May 1, 1992 to:

Personnel Job #
Kellogg Community College
450 North Avenue
Battle Creek, MI 49017-3397

An Equal Opportunity Employer/Educator

PURDUE UNIVERSITY NORTH CENTRAL

Faculty Position August 1992

FACULTY POSITION August 1992

APPLICATIONS ARE NOW BEING ACCEPTED FOR THE FOLLOWING ENGLISH FACULTY POSITION:

RANK: Assistant Professor

STARTING DATE: August 17, 1992

APPLICATION DEADLINE: May 8, 1992 or until position is filled.

This faculty position is a 10-month, full-time, tenure-track position.

ENGLISH, Ph.D. by August 17, 1992 starting date required. Training and experience in Composition and Rhetoric and in 17th- and 18th-

Century English Literature, one to three to be a primary area and the other a secondary area. Ability to teach Bible as Literature and in interest in editing campus literary magazine and plays.

Submit letter of application, resume, three letters of reference, and names, addresses and telephone numbers of three references, and other supportive documents to:

Mr. Diane M. Carpenter
Academic Operations, Interim
Purdue University-North Central
Westville, IN 46991-0250
FAX 219-765-5055

Will provide application acknowledgment letter. Actively seeking women and minority candidates. An Equal Access, Equal Opportuni-

ty Employer.

DEADLINE FOR ALL POSITIONS: MAY 11, 1992

SIERRA COLLEGE

INSTRUCTORS NEEDED:
BIOLOGY: Specialization (Human Anatomy and Physiology)

Requires a Master's degree OR valid California Community College Instructor Credential. Placement on faculty salary schedule. FINAL FILING DATE: WEDNESDAY, MAY 13, 1992, 5:00 District application. Contact Sierra College Personnel Department, (916) 781-0470, Rocklin, CA. EOE.

Conference Administration/Business Life, Student Activities, Assistant/Residential Life, Activities Coordinator, Springdale State University, part of the California State University, and located in Northern California. Positions available for Fall 1992-93. Responsible for coordination of student life and implementation of the summer conference program. Minimum of one year's professional experience in student activities or Conference Services; consideration given to an appropriate combination of education and experience. 12 month position, salary \$21,692-\$27,000. Application must be received no later than May 1, 1992.

Cooperative Extension, County Director, Extension University of California, Sacramento, CA. Applications for position of County Director, Cooperative Extension will have responsibility for the entire Cooperative Extension program for the entire County and its relationships with the University and the clientele. Academic and the clinical components of the Cooperative Extension program are required during the summer months. Application must be submitted by May 1, 1992.

Controller, Private, independent college, New York City is seeking applicants for the position of Controller. This person responsible for Adminstration and Finance. Responsibilities include financial control, budgeting, tax and management information systems. Duties include control of operations, revenue forecasting, and maintenance of a Master's Degree in accounting or equivalent.

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GEORGETOWN UNIVERSITY LAW CENTER

ASSISTANT DIRECTOR
FOR STUDENT SERVICES

New Position

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Resume, salary requirements and references should be sent no later than May 8 to:

Assistant Dean Everett Bellamy
Georgetown University Law Center
800 New Jersey Ave., NW
Washington, DC 20001

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SCHOOL
ADMINISTRATION
Fall 1992

The College seeks to fill a full-time, tenure-track position for an Associate Professor of Education and Coordinator of the Graduate Program in School Administration. Duties include teaching an appropriate number of courses within the Undergraduate and Graduate Programs as well as directing and supervising the activities of the S.A. Programs which lead to the Master of Education degree or the Certificate of Advanced Graduate Study in Education with an emphasis in School Administration. Doctorate in Education required; emphasis in secondary education preferred. Public school teaching and experience as an administrator serving K-12 students required; evidence of scholarly activities and experience with NCATE accreditation preferred. Terminal degree from an accredited institution in the discipline to be taught and six years of teaching experience, at least three of which must have been at an accredited college, minimum required. Salary is dependent upon qualifications and experience. Submit letter of intent, curriculum vita and the names, addresses and telephone numbers of three professional references to Professor W. David Englund, Office of Human Resources, Bridgewater State College, Bridgewater, MA 02324.

AJEDC

HISTORY/INTERNATIONAL STUDIES: Third World, source track, assistant professor, start: summer 1992. History, source track, assistant professor, start: fall 1992. Tenure track. The College is committed to teaching in undergraduate liberal arts disciplines. Applications through April 30 to Dr. Eileen Owens, Chair, History Search Committee, Bridgewater State College, 1900 West 7th Street, Plainville, MA 02762. Include interest in Wayland, resume.

BRIDGEWATER STATE COLLEGE

HISTORY: Wayland, Boston, University. Instructor, applications for Assistant Professor of History, earned doctorate preferred. Dr. Andrew J. R. Smith, Chair, History Department, Applications through April 30 to Dr. Eileen Owens, Chair, History Search Committee, Bridgewater State College, 1900 West 7th Street, Plainville, MA 02762. Include interest in Wayland, resume.

History: Order CMU College. History Department seeks faculty member for a ten-track position for Fall 1992. Rank open. Ph.D. required. Primary teaching responsibility in American History, European History, International Economics, or Social and International Studies. Secondary Education Social Science Methods. All teach courses in one or more of the following: Pacific Basin, Developing Countries,

tries, or American West. Also teach one or more courses in a thematic area. An intensive course. The College is committed to teaching in undergraduate liberal arts disciplines. Applications through approximately 1,000 students who have received national recognition and its professional development program and its commitment to education. Brian Cliff is located in the center of education, research, and teaching. The College has an excellent reputation available to its citizens. Research and scholarly activities are encouraged. Excellent teaching experience with preparation may be required. Applications due May 1, 1992. Rank open. Ph.D. required. Primary teaching responsibility in American History, European History, International Economics, or Social and International Studies. Secondary Education Social Science Methods. All teach courses in one or more of the following: Pacific Basin, Developing Countries,

Assistant Director
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Jacksonville, Florida

DIRECTOR BARNETT INSTITUTE:

A CENTER FOR THE MANAGEMENT OF TECHNOLOGY IN FINANCIAL SERVICES

The University of North Florida (UNF) is proud to announce the establishment of the Barnett Institute as a center for the study, application, and management of technology in the financial services industry. The Institute, initially funded by Barnett Bank, invites nominations and applications for the position of Director. The Director's primary responsibility will be the continuation of the Institute through: (1) establishing relationships between the University and the financial services business community; (2) identifying and securing additional public and private funding for the Institute (part of the vision for the Institute is that it become self-sustaining within three years); (3) determining, in consultation with faculty and industry sponsors, an appropriate research agenda for the investigation of specific technologies; and (4) coordinating individual faculty research programs to produce an integrated and strategic research framework for the identified technological opportunities.

The Director will provide leadership and direction for the Institute and be responsible for its academic and graduate programs. The successful candidate will have experience in the financial services industry and will understand how technology can be applied to support strategic initiatives. He/she will possess strong executive and organizational skills; will be able to think creatively and strategically; will be able to articulate the Institute's vision and plans effectively to corporate leaders and convince them of the wisdom of participating in the Institute's efforts; will be able to secure continuing funding for the Institute from these corporate leaders and through grant proposals; and will be able to operate within an academic framework.

UNF is located in Jacksonville, Florida, and is one of nine institutions in the State University System of Florida. UNF is an institution with a record of excellence in teaching and is strongly committed to research. Jacksonville is the financial services capital of Florida and one of the top financial services centers in the nation.

Minimum qualifications are an appropriate Bachelor's degree and ten years of relevant experience or a Master's degree and five years of relevant experience. Starting date and salary are negotiable.

Nominations, or letters of application, accompanied by a current résumé, are to be postmarked no later than May 15, 1992. Address to: Mr. Lance Taylor, Chairperson of Search Committee, c/o Academic Affairs, J. J. Daniel Hall, University of North Florida, 4567 St. Johns Bluff Road, Jacksonville, FL 32216-6599.

Provisions of Florida's Government in the Sunshine and Public Records Law are applicable.

UNF IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER



Residence Position

Wellesley College is seeking applicants for Head of House positions beginning August, 1992.

Responsibilities include administration of a residence hall, staff supervision, advising, counseling and commitment to the values of a multicultural community. The position is a part-time, ten month, live-in position which includes salary, apartment and benefits.

Requirements: Bachelor's Degree or equivalent experience, a Master's Degree desirable; 2-3 years of related work experience.

Send letter of application, resume and the names of three references to: Patricia Basque, Manager of Employee Relations, Office of Personnel, Wellesley College, Wellesley, MA 02181 by 4/29/92.

Wellesley College especially welcomes applications from ethnic minorities and women.

Wellesley College

Management/Mentoring: A temporary appointment at the instructor or assistant professor level is available in the fall of 1992 for a period of one year. The position is a part-time, non-teaching position, as a substantive replacement, will be responsible for the management and mentoring of students in the classroom, community-based learning, and other professional curricula. Some opportunity exists for development of advanced courses in each area. Part-time work will be seriously considered.

May 1, 1992 will receive first consideration. The University of Wyoming is an Affirmative Action, Equal Opportunity Employer.

Mathematics Faculty: Franklin University, a nationally ranked, non-resident institution which serves a diverse student population, has an immediate opening for a tenure-track, student-centered, community-responsive associate professor and career development. Excellence in teaching, scholarly activities and research is required. Franklin University offers a wide range of undergraduate and graduate degree and teaching experiences. Franklin University is a full-time position in mathematics starting in the fall semester of 1992-1993. The successful candidate will teach courses ranging from basic algebra, trigonometry and statistics. Postpones starts August 1992.

This non-teaching position, as a substantive replacement, will be responsible for the management and mentoring of students in the classroom, community-based learning, and other professional curricula. Some opportunity exists for development of advanced courses in each area. Part-time work will be seriously considered.

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Mathematics: Brunswick College, Brunswick, Georgia, encompasses a nine-month, part-time, non-resident program in Mathematics. Master's degree in Mathematics or math education required. Fall semester begins August 1, 1992, and continues until October 15, 1992. Applications received before September 1, 1992, will be given preference. Send letter of reference and curriculum vitae to: Morgan H. Strother, Vice President/Academic Affairs, Brunswick College, 2400 Chilhowee Road, Gwinnett County, Georgia 30050. Applications received by May 1, 1992, will receive first consideration. Brunswick College is an affirmative action, equal opportunity employer.

Mathematics: University of Wyoming, Department of Mathematics. Applications are invited for a tenure-track appointment as an assistant or associate professor. The successful applicant will work in a multidisciplinary environment involving visualization and mathematical modeling with applications to geology. Requirements: Ph.D. preferred, initial application should include letters of reference and curriculum vitae. Applications should be sent to John H. Gossen, Head of Department of Mathematics, P.O. Box 32434, University of Wyoming, Laramie, Wyoming 82071. Applicants received by

DIRECTOR OF THE LIBRARY MONMOUTH COLLEGE WEST LONG BRANCH, N.J.

Applications and nominations are invited for the position of Director of the Barnegat Memorial Library. The Director reports to the President and is responsible for the overall management of library planning, services, collections, budget and staff. The position is a renewable administrative three-year appointment at associate or full professor level with tenure eligibility. Minimum salary: \$50,000. Qualifications include an ALA-accredited MLS, progressively responsible administrative experience in an academic library, significant experience with library automation and the application of emerging computer and telecommunications technologies to library operations, and the ability to relate to individuals with varying educational backgrounds constituting the Library's academic constituencies. Representing the Library on academic committees, the Director is an active library advocate and promoter of information literacy. The Director also serves as ex-officio member of the Board of the Library Association, a long-established friends group that has provided the monetary support for library automation and an endowment for materials. Additionally, the Director participates in service operations such as weekend reference programs.

Bachelor's degree plus 2-3 years' experience in college or secondary school admissions required. Excellent interpersonal and communication skills. Ability to effectively convey the value of Jesuit Liberal Arts education necessary. Ability to work independently as well as part of an admissions team. Strong organizational skills, high energy level, and a sense of humor.

Position to be available July 1, 1992. Deadline for applications April 30, 1992. Please send resumes to: Personnel Department, College of the Holy Cross, 1 College Street, Worcester, MA 01610-2395. An Equal Opportunity Employer. Women and minority candidates are encouraged to apply.

BUTLER UNIVERSITY Associate Director of Alumni Affairs

Butler University is seeking an associate director of alumni affairs to assist in the management and development of a comprehensive alumni affairs program. Responsibilities will include serving as the point person for an alumni chapter program, working with reunion programming, both by year and constituent group, planning special cultivation events, student relations, and other general alumni affairs activities.

Applicants must have a bachelor's degree, a knowledge of alumni programs, and an understanding of higher education and its mission. Two years' experience with volunteers within the framework of a college setting are preferred. Applicants must possess excellent oral and written communication skills and an ability to work cooperatively with various constituents.

Butler University, established in 1855, is a private liberal arts institution located on 290 acres in the heart of thriving, near-northeast Indianapolis. Enrollment is 4,200 undergraduate and 1,300 graduate students in five colleges. The annual population is over 31,000. Applicants should forward a resume to: Steven S. Davis, Director of Alumni and Parent Affairs, 3100 Sunstar Avenue, Indianapolis, Indiana 46208. The position is available June 1. Applications will be accepted until the position is filled.

Equal Opportunity Employer. Women and minorities encouraged to apply.

BUTLER UNIVERSITY IS AN AFFIRMATIVE ACTION, EQUAL OPPORTUNITY EMPLOYER

ASSISTANT DIRECTOR OF ADMISSIONS

Under the supervision of the Director of Admissions, the Assistant Director is responsible for the recruitment, evaluation, selection, and enrollment of first year students and transfer students. The position involves extensive travel to major U.S. cities during the fall months representing the College at high schools, college fairs, and with local alumni. On campus responsibilities include interviewing and evaluating prospective applicants and meeting with their families. Further relations with the public entail communication with the Holy Cross faculty and students as well as secondary school officials. The Assistant Director is primarily responsible for coordinating the Transfer and Senior Interview programs.

Bachelor's degree plus 2-3 years' experience in college or secondary school admissions required. Excellent interpersonal and communication skills. Ability to effectively convey the value of Jesuit Liberal Arts education necessary. Ability to work independently as well as part of an admissions team. Strong organizational skills, high energy level, and a sense of humor.

Position to be available July 1, 1992. Deadline for applications April 30, 1992. Please send resume to: Personnel Department, College of the Holy Cross, 1 College Street, Worcester, MA 01610-2395. An Equal Opportunity Employer. Women and minority candidates are encouraged to apply.

COLLEGE OF THE HOLY CROSS

COOPERATING LIBRARIES IN CONSORTIUM

Consortium Manager

Cooperating Libraries in Consortium (CLIC), composed of the libraries of the following institutions located in the Twin Cities of St. Paul and St. Paul Academy, Hamline University, Macalester College, and the University of St. Thomas, seeks a Consortium Manager for a one-year appointment with the possibility of a permanent appointment. CLIC is in the process of implementing a Dynix automated system, including Pace Access Catalog and Circulation, with the possible addition of Serials Acquisitions within the next year. Under the direction of the CLIC Executive Committee and within the policy guidelines of the Board of Directors, the Manager coordinates the operation of the CLIC Consortium, including developing a consortium system, reciprocal borrowing program, and document delivery services. The CLIC is an equal opportunity employer.

Reporting to this position are the Directors of Fund Service, Conference Services, Graphic Arts, Post Office and Bookstore. The successful candidate will have a proven track record in managing diverse "profit centers" in a challenging, service-oriented environment. We are particularly interested in candidates with a well balanced background in operational management positions with strong organizational and financial management skills. Candidates with a proven customer service oriented background will be strongly considered.

Please send resume to: Personnel Department, College of the Holy Cross, 1 College Street, Worcester, MA 01610-2395. An Equal Opportunity Employer. Women and minority candidates are encouraged to apply.

CLIC IS AN EOE Employer.

and should submit evidence of a strong interest in teaching and potential for future success. The successful candidate will be involved in all stages of developing curriculum for computer assisted instruction. Experience in a liberal arts college is required. The successful candidate will be responsible for the design and implementation of a new computer assisted instruction system for the University of St. Thomas.

Qualifications: Bachelor's degree in computer science or related field, and three years of teaching experience. Send resume and three letters of recommendation to: Dr. David Weller, Chairman, Department of Mathematics, Heidelberg College, 3100 East Main Street, Tiffin, Ohio 44883. AA/EOE.

Mathematics Non-tenure track position available August 1992 to teach courses in basic mathematics courses. Minimum of master's degree in mathematics or mathematics education desirable. Send letter of application, resume, and three letters of recommendation to: Terry Kna, Chair, Department of Mathematics, Northwest Missouri State University, Maryville, Missouri 64468. Closing date is May 1, 1992 or until filled. AA/EOE.

Mathematics: Franklin University, a nationally ranked, non-resident institution which serves a diverse student population, has an immediate opening for a tenure-track, student-centered, community-responsive associate professor and career development. Excellence in teaching, scholarly activities and research is required. Franklin University offers a wide range of undergraduate and graduate degree and teaching experiences. Franklin University is a full-time position in mathematics starting in the fall semester of 1992-1993. The successful candidate will teach courses ranging from basic algebra, trigonometry and statistics. Postpones starts August 1992.

This non-teaching position, as a substantive replacement, will be responsible for the management and mentoring of students in the classroom, community-based learning, and other professional curricula. Some opportunity exists for development of advanced courses in each area. Part-time work will be seriously considered.

May 1, 1992 will receive first consideration. The University of Wyoming is an Affirmative Action, Equal Opportunity Employer.

Mathematics Faculty: Franklin University, a nationally ranked, non-resident institution which serves a diverse student population, has an immediate opening for a tenure-track, student-centered, community-responsive associate professor and career development. Excellence in teaching, scholarly activities and research is required. Franklin University offers a wide range of undergraduate and graduate degree and teaching experiences. Franklin University is a full-time position in mathematics starting in the fall semester of 1992-1993. The successful candidate will teach courses ranging from basic algebra, trigonometry and statistics. Postpones starts August 1992.

This non-teaching position, as a substantive replacement, will be responsible for the management and mentoring of students in the classroom, community-based learning, and other professional curricula. Some opportunity exists for development of advanced courses in each area. Part-time work will be seriously considered.

May 1, 1992 will receive first consideration. The University of Wyoming is an Affirmative Action, Equal Opportunity Employer.

Mathematics: University of Wyoming, Department of Mathematics. Applications are invited for a tenure-track appointment at the assistant professor level with a concentration in either pure or applied mathematics. The successful applicant will work in a multidisciplinary environment involving visualization and mathematical modeling with applications to geology. Requirements: Ph.D. preferred, initial application should include letters of reference and curriculum vitae. A complete application includes: vita, transcripts required before interview, three letters of recommendation, teaching statement, and a statement of research interests. Applications should be forwarded to: Morgan H. Strother, Vice President/Academic Affairs, Brunswick College, 2400 Chilhowee Road, Gwinnett County, Georgia 30050. Applications received by May 1, 1992, will receive first consideration. Brunswick College is an affirmative action, equal opportunity employer.

Mathematics: Heidelberg College invites applications for a tenure-track position as assistant professor of Mathematics. The successful applicant will work in a multidisciplinary environment involving visualization and mathematical modeling with applications to geology. Requirements: Ph.D. preferred, initial application should include letters of reference and curriculum vitae. A complete application includes: vita, transcripts required before interview, three letters of recommendation, teaching statement, and a statement of research interests. Applications should be forwarded to: Morgan H. Strother, Vice President/Academic Affairs, Brunswick College, 2400 Chilhowee Road, Gwinnett County, Georgia 30050. Applications received by May 1, 1992, will receive first consideration. Brunswick College is an affirmative action, equal opportunity employer.

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SAINT LOUIS, MISSOURI
GENEVA • LEIDEN • LONDON • VIENNA

DEAN, SCHOOL OF BUSINESS AND MANAGEMENT

Webster University invites applications and nominations for the position of Dean of the School of Business and Management. The University enrolls approximately 2,200 students in business and management programs at its home campus in St. Louis, Missouri. The University also offers business and management programs at its four European campuses and at other extended campus locations. The newly created School of Business and Management delivers a variety of undergraduate and graduate programs, including a doctoral program in management. The Dean will have the opportunity to make a substantial impact on the development of this new School and the University.

INSTITUTION: Webster University, founded in 1915, is an independent, comprehensive, international, multicampus institution offering undergraduate business and management programs in the liberal arts, education, as well as business and management. Webster is committed to excellence in teaching, to linking theory and practice as closely as possible, to fostering academic scholarship, and to being international in scope. The University enrolls approximately 5,900 FTE students.

POSITION: As the School's chief academic officer, the Dean reports to the Academic Dean of the University and is responsible for the academic, personnel and fiscal aspects of the School. The Dean provides leadership to the faculty in the development, administration and maintenance of strong academic, scholarship, and advising. The Dean maintains a collaborative and consultative relationship with other academic administrators of the University, and helps promote strong business community support for the School. The Dean retains faculty rank and teaches one course each semester.

QUALIFICATIONS: The successful candidate will possess an earned doctorate in a relevant field of the School, have demonstrated excellence as a classroom teacher, and have a successful record of administrative leadership in higher education.

APPLICATIONS: The review of applications will begin May 15, 1992, and continue until the position is filled. The starting date for the new position is set for August 1, 1992, but not later than September 1, 1992. Candidates should submit a letter of application with a résumé and the names and addresses of three references to: Academic Dean, Business and Management Search Committee, Webster University, 470 Elm Lockwood Ave., St. Louis, MO 63119; Fax 314/988-7471.

Equal Opportunity, Affirmative Action Employer

ASSOCIATE DEAN OF ADMISSIONS

A senior management position available in the Undergraduate Admissions Office of the University of Pennsylvania. The Associate Dean of Admissions/Director of Planning is responsible for the development of national and international recruitment plan for 15 admissions officers. This person also coordinates and develops printed and video recruitment materials, is responsible for the office's direct mail program, shares the chairman of recruitment committee, has a plan and review the recruitment budget, and will have normal regional admissions officer responsibilities including travel, application evaluation, and regional management.

Candidates should have a minimum of five to seven years' progressively responsible admissions experience, with working knowledge of market research and analysis. We are seeking proven, international, quantitative, ability to work well with a wide range of personality types, as well as the selective college admissions process. Bachelor's degree required. Master's degree preferred.

Salary will be commensurate with experience. Please send nominations or a résumé with a cover letter and names of references by May 15 to William J. Hall, Philadelphia, PA 19104-0376.



An Equal Opportunity, Affirmative Action Employer



Dean of Admissions and Financial Aid

Curry College invites applications and nominations for the position of Dean of Admissions and Financial Aid. The Dean reports directly to the President and is a member of the President's Cabinet.

Curry College is an independent, coeducational, four-year liberal arts institution, serving some 1,200 students. Established in 1879, the splendiferous 120-acre campus is located in the attractive Blue Hills area of the Boston suburb of Milton, Massachusetts. With a dedication to teaching and learning, and a successful Community Service Program, the NOCCCD serves approximately 80,000 students in its educational college and adult education programs. Curry College is pleased to announce the following academic administrative positions.

DIVISION DEAN BUSINESS/COMPUTER INFORMATION SYSTEMS

The Division Dean of Business/Computer Information Systems, under the direction of the Vice President of Instruction, is the administrator responsible for the faculty, staff, and curriculum of the Accounting/Real Estate, Management/Marketing, and Office Automation Departments, and the College Work Experience Program Coordinator.

Qualifications: A Master's degree in the academic area of Accounting, Business or Business Administration, Finance, Management, Information Systems, Marketing, or its equivalent from an accredited college or university is required.

DIVISION DEAN FINE ARTS

The Division Dean of Fine Arts, under the direction of the Vice President of Instruction is the administrator responsible for the faculty, staff, and curriculum of the Art, Music and Theater Departments.

Qualifications: A Master's of Arts in the academic area of Fine Applied Arts, Music, Theater Arts, Dance or the equivalent from an accredited college or university is required.

The NOCCCD offers a generous benefit package, which includes health insurance and competitive salaries. We are committed to Affirmative Action and enthusiastically encourage applications from qualified women, minorities, and disabled individuals. Screening of candidates will begin April 15, 1992. For full consideration, please reply in confidence to:

Curry College
Chair, Dean of Admissions and Financial Aid Search Committee
c/o Educational Management Network
8 Williams Lane
Post Office Box 792
Nantucket Island, MA 02554

Curry College is an Equal Opportunity Employer and
encourages applications from women and minorities.

DEAN, APPLIED ARTS & TECHNOLOGY Golden West College

Golden West College, Huntington Beach, Calif., is seeking applicants for the Vice President of Academic Affairs/Dean of the Pacific (COMP) seeks nominations and applications for the position of Dean of Basic Sciences. COMP is a private, non-profit institution of higher education based in Plomosa, California, approximately 10 miles east of downtown Los Angeles.

Responsibilities: The Assistant Dean of Basic Sciences has a 12-month administrative/appointment, is a member of the Dean's staff and is responsible for the basic sciences program and faculty at COMP. The Assistant Dean provides leadership to the basic science faculty at the College, is responsible for the preparation and monitoring of the academic departmental budgets, for maintaining the integrity of the pre-clinical curriculum of the D.O. program, for supervising the evaluation of full-time and visiting faculty and for the placement of students in the pre-clinical program, and supervises the College's Department of Audit and Research.

Qualifications: Earned doctorate in one of the basic medical sciences with significant experience as a member of the faculty in a medical school environment. COMP must possess excellent oral, interpersonal and written communication skills and have prior experience in an administrative position. Ability to work with computers and comfortable with an institutional commitment to supporting student recruitment. Minimum requirement is a baccalaureate degree with five years of senior level experience. Reporting arrangements and salary negotiable.

Position is available on or after June 1, 1992. Submit letter of application and résumé by May 15, 1992.

To Apply: Contact district personnel office to obtain a complete job description and required application forms: (714) 432-4307. Applications must be filed prior to 5 p.m. on the deadline date indicated for each position. (Résumés cannot be accepted in lieu of required forms.)

Community College District
1370 Adams Avenue
Costa Mesa, CA 92626

An Equal Opportunity, Affirmative Action Employer

NORTH ORANGE COUNTY COMMUNITY COLLEGE DISTRICT CYPRESS COLLEGE

Located in Orange County, 40 miles southwest of Los Angeles, Cypress College is part of the North Orange County Community College District serving students in 10 academic districts. In addition to the two colleges, the NOCCCD includes a large Adult Education Division and a successful Community Service Program. The District serves approximately 80,000 students in its educational college and adult education programs. Cypress College is pleased to announce the following academic administrative positions.

DIVISION DEAN ARTS

The Division Dean of Arts, under the direction of the Vice President of Instruction, is the administrator responsible for the faculty, staff, and curriculum of the Art, Music and Theater Departments.

Qualifications: A Master's of Arts in the academic area of Fine Applied Arts, Music, Theater Arts, Dance or the equivalent from an accredited college or university is required.

The NOCCCD offers a generous benefit package, which includes health insurance and competitive salaries. We are committed to Affirmative Action and enthusiastically encourage applications from qualified women, minorities, and disabled individuals. Screening of candidates will begin April 15, 1992. For full consideration, please reply in confidence to:

North Orange County Community College District
Office of Human Resources
1000 North Lemon Street
Marlton, NJ 08052-1318
Phone: (609) 414-3000 FAX: (714) 738-7853
JOB HOTLINE: (714) 870-7371

Application deadline is May 29, 1992. Please call or write for an application packet.

Salary is competitive. All candidates will be kept confidential.

National-Louis University is an
Affirmative Action, Equal Opportunity Employer
and invites and encourages applications from women and minorities.

BULLETIN BOARD: Positions available

NLU National-Louis University

National-Louis University invites applications for the Dean of National College of Education.

National-Louis University, founded in 1886, is a non-profit, private, independent, coeducational university specializing in teacher education, the arts and sciences, management and business, human services and related professions. Three campuses in the Chicago area and academic centers in five other states and Germany. National-Louis University is an institution with a FY92 annual operating budget of \$59.9 million and a student enrollment of 16,500. National-Louis University has twenty-three thousand alumni and alumnae throughout the world.

For over 100 years the National College of Education has had as its mission excellence in teaching, scholarship, service and professional development. The college recognizes the importance of life-long learning in a diverse, rapidly changing and global society. It is committed to developing and empowering learners, be they students, educators or faculty members.

The dean provides leadership for 127 faculty as well as programs in the Baker Demonstration School, undergraduate and M.A.T. preservice teacher education programs and twelve programs of the Foster C. McGraw Graduate School of Education. Programs are offered through the doctoral level. The dean reports to the Senior Vice President for Academic Affairs of the university.

QUALIFICATIONS:

- Must be a licensed physician (M.D.);
- A record of distinguished university teaching, scholarly research, or achievement that would merit appointment as a full professor;
- Successful academic administrative experience, including resource management, establishing educational priorities, and articulating a vision for medical education in relationship to the mission of the University;
- Demonstrated leadership qualities.

APPLICATION: Applications should include a complete résumé, letter of application, names, addresses, and telephone numbers of five references. Nominations and applications should be sent to:

Russell Reynolds Associates, Inc.
c/o Stu Fisher
333 S. Grand Avenue, Suite 4200
Los Angeles, CA 90071
FAX (213) 620-1643

Applications will be accepted through May 1, 1992.

Expected appointment date is July 1, 1992.

CHARLES R. DREW UNIVERSITY OF MEDICINE

IS AN
AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER.

DEAN

COLLEGE OF MEDICINE

Applications and nominations are invited for the position of Dean, College of Medicine.

THE POSITION: Reporting directly to the President of the University, the Dean plans, directs, goals, and objectives. Responsible for the development of policies, personnel, performance, and growth.

QUALIFICATIONS:

- Must be a licensed physician (M.D.);
- A record of distinguished university teaching, scholarly research, or achievement that would merit appointment as a full professor;
- Successful academic administrative experience, including resource management, establishing educational priorities, and articulating a vision for medical education in relationship to the mission of the University;
- Demonstrated leadership qualities.

THE UNIVERSITY: The Charles R. Drew University, one of only four black medical schools in the nation, interprets its mission in a unique approach of academic models and community programs that address the medical, social, and economic needs of underserved populations.

APPLICATION: Applications should include a complete résumé, letter of application, names, addresses, and telephone numbers of five references. Nominations and applications should be sent to:

Russell Reynolds Associates, Inc.
c/o Stu Fisher
333 S. Grand Avenue, Suite 4200
Los Angeles, CA 90071
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CHARLES R. DREW UNIVERSITY OF MEDICINE

IS AN
AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER.

DEAN

COLLEGE OF EDUCATION MICHIGAN STATE UNIVERSITY

Michigan State University invites applications and nominations for the position of Dean, College of Education. A distinguished candidate is sought who will:

• advance the field of education in state, national, and international forums;

• provide leadership within the University's land-grant/AAU mission for planning, coordination, and integration of the College's research, teaching, service, and international programs;

• maintain a program of fiscal planning and management, review program effectiveness, and evaluate administrators' faculty, and staff performance;

• provide leadership to the College's and University's commitment to equal opportunity, affirmative action, and diversity and plurality among students, faculty, administration, and staff;

• enhance understanding of the mission, programs, and accomplishments of the College, and communicate with University, administrators, faculty, staff, students, parents, and the general public;

• maintain relationships with federal, state, and local governments, clientele groups, and the general public.

The Dean is the chief executive officer of the College and is responsible to the Provost for general administration of the College. Michigan State University, founded in 1855, is the largest land-grant institution in the United States and is a member of the Association of American Universities. The College of Education, one of the University's fourteen colleges, is organized into four departments: Educational Administration; Counseling, Educational Psychology and Special Education; Physical Education and Exercise Science; and Teacher Education. Nine research and teaching facilities and centers extend the college's national and international reputation. The College has 150 full-time faculty and 1,100 graduate and 1,400 undergraduate students.

The Dean of the School of Education is responsible for providing leadership in all Departments within the unit, including effective involvement with NCATE and other external agencies (focal, state, regional, and national). Also, the Dean oversees core curriculum; initial grant support for programs; plan and encourage creative initiatives in faculty development; provide student advisement and coordinate programs with community colleges. The dean reports directly to the Vice Chancellor for Academic Affairs.

Qualifications: The Dean of Education is responsible for providing leadership in all of the basic medical sciences with significant experience as a member of the faculty in a medical school environment. COMP must possess excellent oral, interpersonal and written communication skills and have prior experience in an administrative position. Ability to work with computers and comfortable with an institutional commitment to supporting student recruitment. Minimum requirement is a baccalaureate degree with five years of senior level experience. Reporting arrangements and salary negotiable.

Position is available on or after June 1, 1992. Submit letter of application and résumé by May 15, 1992.

To Apply: Contact district personnel office to obtain a complete job description and required application forms: (714) 432-4307. Applications must be filed prior to 5 p.m. on the deadline date indicated for each position. (Résumés cannot be accepted in lieu of required forms.)

Community College District
1370 Adams Avenue
Costa Mesa, CA 92626

An Equal Opportunity, Affirmative Action Employer

DEAN OF NURSING

Indiana University School of Nursing, Richmond

Invites applications for the position of Dean.

Indiana University School of Nursing, Richmond, Indiana, is a teaching hospital affiliated with Indiana University School of Nursing. The School of Nursing is an integral part of Indiana University's educational mission. The School of Nursing is a leader in nursing education and research. The School of Nursing is a member of the Association of Schools of Nursing.

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**VICE CHANCELLOR
FOR ACADEMIC AFFAIRS**
**University of Arkansas
at Pine Bluff**

The University of Arkansas at Pine Bluff is seeking applicants for the position of Vice Chancellor for Academic Affairs. Charters by the State Legislature in 1874, the institution was known as the Branch Normal College. In 1972 when the University became the Branch of the University of Arkansas system, it became UAPB. Located adjacent to the Arkansas River in Pine Bluff, the University has an enrollment which exceeds 4,000 students. The University offers bachelors degrees in over 40 academic fields and in cooperation with the University of Arkansas at Monticello, a masters degree in education.

The Vice Chancellor for Academic Affairs is the chief academic officer of the University and reports directly to the Chancellor. Reporting directly to the Vice Chancellor for Academic Affairs are the Director of the five undergraduate schools, the Dean of University College, Continuing Education and the Graduate College, the Director of the Library, the Registrar, the Director of Academic Records and the Coordinator of Graduate Programs.

Applicants and nominees should possess, among others, the following qualifications and attributes:

- A commitment to educational excellence and a vision of the university's potential
- Knowledge and understanding of the role of state universities and land-grant colleges
- Earned doctorate in a discipline, discipline
- Ability to select outstanding people for faculty positions
- An understanding of and a commitment to faculty development
- Experience in the administration of personnel and a proven record of effective administrative leadership and participation in management style
- Experience in working with diverse student populations and multicultural faculty
- Experience in promoting and supervising accreditation processes
- Outstanding reputation and/or expertise in teaching, research and in securing grants for development or research in teaching, research and in teaching
- Ability to promote effective community relations

Interested applicants should submit a current professional vita and reference letters from three persons including one from the most recent employer or supervisor. A cover letter outlining the candidate's perception of the role of the Vice Chancellor for Academic Affairs should be included along with any other supporting documentation.

Applications and all materials must be received by May 15, 1992 or until suitable candidates are selected. The position should be filled by July 1, 1992.

All materials should be sent to:

Dr. Grace D. Wiley, Chair
Search Committee for Vice Chancellor for Academic Affairs
P.O. Box 12
University of Arkansas at Pine Bluff
Pine Bluff, AR 71601

Affirmative Action, Equal Opportunity Employer

ASSISTANT DEAN
School of Information and Library Science

Pratt Institute seeks an experienced professional to serve as the Assistant Dean of the School of Information and Library Science. The Assistant Dean will also have a tenure track faculty appointment with the Dean and faculty in providing leadership in program and curriculum development; student recruitment, selection and advisement; budget preparation; and resource development.

Leading candidates will possess the following qualifications:

- An MLS degree (an earned doctorate in LIS or a related discipline is preferred)
- An demonstrated record of teaching and scholarly productivity
- Effective interpersonal and communication skills
- Innovative leadership and administrative experience in libraries or information centers.

The position is available on July 1, 1992. Faculty rank and minimum salary \$43,000 will be commensurate with qualifications and experience. Consideration includes an excellent benefits package. Applications should submit: (1) a letter that expresses their interest in the position and discusses their candidacy in relation to the above qualifications; (2) a copy of their curriculum vitae; and (3) a list of three references (references will not be contacted without the candidate's permission).

Applications should be sent by May 22, 1992 to:

Chairperson, SIS Search Committee
c/o HUMAN RESOURCES DEPARTMENT
200 Willoughby Avenue
Brooklyn, New York 11205

Pratt Institute, founded in 1887, educates nearly 3,500 undergraduate and graduate students from 47 states and 60 foreign countries in its Schools of Art and Design, Architecture, Engineering, Information and Library Science, Liberal Arts and Sciences, and Professional Studies. Pratt is located on a 25-acre campus in the historic, landmark Clinton Hill neighborhood of Brooklyn, New York.

Pratt Institute is an equal opportunity/Affirmative action employer.

Sociology: McKendree College, Division of Social Sciences invites applications for a tenure-track position in Sociology. The Assistant Professor rank, beginning Fall 1992, is expected. A Ph.D. in Sociology is required, but A.B.s in Sociology, Anthropology, and Urban Sociology, minor in Sociology, and convenient to St. Louis metropolitan area, will be considered for appointment at the Instructor level. A teaching load of 12 hours per semester and an average of 12 hours per semester, and opportunities for research and publication are expected. McKendree is a private Methodist college located in Lebanon, Tennessee. Applications are invited from women and minorities. Applications should be sent to Dr. Robert L. Goss, Head, Department of Sociology, McKendree College, Lebanon, Tennessee 37090.

Sociology: Berry College, a private liberal arts college, invites applications for enrollment of 1,700 students, located in a beautiful part of Northwest Georgia. It anticipates a position as

soon as possible.

Sociology: Newberry College, Newberry, South Carolina anticipates a position as

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BRADFORD COLLEGE
Haverhill, Massachusetts
**VICE PRESIDENT
AND DEAN OF STUDENTS**

Bradford College invites nominations and applications for the position of Vice President and Dean of Students. It seeks an outstanding student affairs leader and administrator to advance Bradford's respected and innovative program of practical liberal arts education.

College Description: Bradford College enrolls 800 men and women and is located in Haverhill, Massachusetts, 35 miles north of Boston. Over the last nine years, the Bradford Plan for a Practical Liberal Arts Education has been recognized for its compelling combination of a core curriculum, cross-disciplinary majors, practical minors, skills and career preparation, independent and supported learning methods, and cocurricular, residential and experiential learning opportunities. This strong academic program awaits the fresh and creative leadership of the next Dean of Students.

Responsibilities:

The Vice President and Dean of Students, appointed by and reporting to the President, is responsible to advance student development. To further the cocurricular program of the Bradford Plan and to manage effective and efficient student services. The Vice President and Dean will help the college remain student-centered as its enrollment grows and becomes more diverse as it responds to international and multicultural opportunities, and as it plans and builds a student center and dormitory wing, dining hall, and other facilities. These roles will be accomplished through a broad and stimulating range of responsibilities, including representation to campus and off-campus constituencies; director of health, counseling, campus activities and residential life; and participation in college policy-making and budgeting.

Required Qualifications:

- Earned doctorate in relevant field or a Master's degree with significant relevant experience.
- Significant student development experience in liberal arts college.
- Demonstrated commitment, understanding, and appreciation for the liberal arts and sciences and their cocurricular expression.
- Strong leadership and management skills in collegial mode and management.
- Commitment and ability to develop knowledge, respect and programming in increasingly diverse student body; multicultural, international, residential-commuter, traditional-older.
- Evidence of professional development and activity.

Salary Range provided upon application.
Position Available June-July 1, 1992.

Procedures: The Search Committee must proceed with deliberate speed for June appointment and will invite candidates for interviews and campus visits. Applications will be reviewed immediately as received and will be considered until the position is filled. Bradford College is strongly committed to diversity in its student body and staffing. Applicants should send a letter describing how they believe their qualifications and experience fit this assignment; a résumé; and the names, addresses and telephone numbers of three references. Applications and nominations should be sent to:

Ms. Barbara Canney, Chair
Vice President and Dean of Students Search Committee
Bradford College
Bradford, MA 01835

**BRADFORD COLLEGE IS AN EQUAL OPPORTUNITY,
AFFIRMATIVE ACTION EMPLOYER.**

**VICE PRESIDENT
College of San Mateo**

The Chancellor and Board of Trustees of the San Mateo County Community College District invite applications for the position of Vice President for Instruction at the College of San Mateo.

College of San Mateo is a comprehensive community college located atop the San Mateo foothills on a 163-acre site overlooking San Francisco Bay. Part of a three college district, CSM has an enrollment of over 16,000 students, and is recognized widely for its distinguished faculty, broad range of academic and occupational programs, and successful student transfer ratio.

The 8-step, 1990-91 salary schedule for Vice President is from \$74,168 to \$81,976. The District also offers a generous benefit package.

Application deadline is May 8, 1992.

Please request the job announcement and official Application for College Vice President from:

Office of Human Resources
San Mateo County Community College District
3401 CSM Drive, San Mateo, California 94403
Phone: (415) 574-6555 Fax: (415) 874-8866
Job Line: (415) 574-8111

An Equal Opportunity/Affirmative Action Employer.

Special Education: Exceptional Education Assistant or Associate Professor in Exceptional Education with specialization in Emotional Disturbance. Responsibilities: Provide leadership in the area of emotional disturbance; additional teaching in learning disabilities and general special education; research, publication, assessment, curriculum planning, collaboration and interaction. Some student teacher and liaison work with families and community resources. Developmental disabilities, exceptionality.



CANISIUS COLLEGE
The Jesuit College of Western New York

Vice President for Academic Affairs

The University invites nominations and applications for the position of Vice President for Academic Affairs. The College, founded in 1895, is a unit of the University System of Georgia and is located in Fort Valley, Georgia. It is a land grant institution which offers 37 baccalaureate degrees and five (5) master's degrees. The College is organized around three schools—Arts and Sciences, Education, Graduate, and Special Academic Programs; and Agriculture, Home Economics and allied Programs. Approximately 145 full-time faculty persons are employed at the institution and approximately 2200 students are enrolled.

POSITION DESCRIPTION: The Vice President for Academic Affairs is the chief academic officer and reports directly to the President. The Vice President for Academic Affairs oversees all phases of the academic program including curriculum and faculty development and implementation of a rapidly growing program in higher education consisting of master's and doctoral programs, with an enrollment of approximately 1,000 students. Candidates must have an earned doctorate and must show evidence of a scholarship and experience in one of the following areas: administration, teaching, research, and/or service. Other areas of responsibility include oversight of the C. W. Petree Farm and Community Life Center, Library, Testing Center, offices of Admissions, Academic Records, and Continuing Education.

QUALIFICATIONS: The successful candidate will be one who has

- An earned Doctorate
- Significant administrative experience at the College Level
- Excellent reputation in teaching and research
- Demonstrated evidence of scholarly production and success in securing grants for development and/or research
- Experience in working with diverse student populations and multicultural faculty by persons
- Demonstrated evidence of an understanding and commitment to faculty development
- Demonstrated ability to effectively communicate with various publics, and
- Successful experience in providing vigorous, fair and innovative leadership

MAJOR RESPONSIBILITIES:

Assume responsibility for orienting new faculty persons and supervision of total faculty, recommend faculty for employment, promotion, and tenure, evaluate the curriculum and suggest changes for enhancing academic programs as appropriate, provide leadership in the preparation of academic courses, budgetary decisions relative to faculty costs and salaries, faculty development activities, provide leadership and supervision over the college's three schools and other assigned support units, and articulate the goals and objectives of the college.

SALARY: Competitive and commensurate with qualifications

EFFECTIVE DATE OF APPOINTMENT: August 1, 1992

APPLICATION DEADLINE: May 22, 1992

APPLICATION PROCEDURE:

1. Letter of Application to include a list of references;

2. Full curriculum vitae;

3. Transcripts from schools attended and;

4. Three current letters of reference forwarded to:

Dr. Charles Della, Chairperson
Vice President for Academic Affairs
Selection Committee
P.O. Box 4175
Fort Valley State College
Fort Valley, Georgia 31029-3298

SALARY AND BENEFITS: are competitive and commensurate with experience and credentials. This is a twelve-month position. Pay available July 1, 1992, or as soon as possible thereafter.

APPLICATION PROCEDURE: Review of applications will

immediately and continue until the position is filled. Applicants should send a letter of interest which shows evidence of qualifications noted above, a curriculum vitae, and the names, addresses, and telephone numbers of three references to: Dr. Robert L. Johnson, Chair, Search Committee, Business and Finance, 108 Osborne, University of South Carolina, Columbia, South Carolina 29208. This is an AA/EOE employer accepting applications from minority and women candidates

**VICE PRESIDENT
FOR
OPERATIONS**

The University of Central Texas is accepting applications for the position of Vice President for Operations. Send resume and three references to: UCT Personnel Office, P.O. Box 1416, Killeen, Texas 76540 before May 1, 1992.

The University of Central Texas is an Equal Opportunity Employer.

**DALLAS COUNTY COMMUNITY COLLEGE DISTRICT
DEAN OF INSTITUTIONAL ADVANCEMENT**

Brookhaven College, Dallas, Texas

Brookhaven College, part of the seven-member Dallas County Community College District, is seeking qualified applicants for the position of Dean of Instructional Advancement. Brookhaven is a 200-acre, 10-building campus, with an enrollment of approximately 8500 credit students and 9000 continuing education students. This multicultural campus is located in Farmers Branch a northwest suburb of Dallas.

The Dean position has responsibility for college-based activities in the areas of planning, research, staff development, institutional effectiveness, and business/industry contracts. Duties include supervising scheduling, monitoring, and evaluation of staff development activities; participating in marketing efforts, coordinating alumni activities, and providing on-site supervision of the account executive.

Requirements include: Master's degree or equivalent with five years of higher education administration experience, ability to interact with business and industry, internal/external agencies, and students; and familiarity with computing and appropriate software to support research activities.

The Dallas County Community College District offers excellent working conditions and benefits/retirement programs, competitive salaries, generous holiday/vacation schedules, and opportunity for advancement.

To apply, please send a letter of inquiry and résumé to Diane College, 3939 Valley View Lane, Farmers Branch, TX 75244-4997. A DCCCD application will be sent to applicants for completion and return. All application materials must be received by the deadline date: May 6, 1992.

If you are interested in the position, please forward your résumé to:

Dennis L. Taulbee, Search Chair
Vice President for Administration
Northern Kentucky University
810 Administrative Center
Highland Heights, KY 41099

University of Health Sciences/The Chicago Medical School is an Equal Opportunity, Affirmative Action Employer.

**ASSISTANT VICE CHANCELLOR
FOR HUMAN RESOURCES**

The University of Nebraska Medical Center is seeking candidates for the position of Assistant Vice Chancellor for Human Resources.

This position is responsible for the direction and coordination of

campus human resource functions which include employee relations, gender and other

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MEHARRY MEDICAL COLLEGE

Invites applications and nominations for the position of

EXECUTIVE VICE PRESIDENT

Meharry Medical College is a health professional school founded in 1876 by the Methodist Episcopal Church. It is dedicated to excellence in educating the underserved for health professional careers and to access to health care for the underserved. The college includes schools of medicine, dentistry, graduate studies and allied health. Meharry Medical College also owns and operates Meharry/Hubbard Hospital and a community mental health center.

Responsibilities:
The Executive Vice President is responsible for the day-to-day operation of Meharry Medical College including its academic, financial and service components and is such is the Chief Operating Officer (COO). The Executive Vice President is also responsible for overseeing the process of budget development, presentation and implementation, assuring financial strength and stability of institutional operations; working with Vice Presidents and Deans to successfully implement annual goals and objectives; directing activities relative to institutional contracts, leases and vendor relationships. The Executive Vice President reports directly to the President.

Qualifications:
Candidates for Executive Vice President must have earned a terminal degree in a field related to the mission of an Academic Health Center and must have at least 3 years of experience as an upper level manager. The individual must have demonstrated a thorough understanding of budgetary, managerial and general academic institutional operational issues.

Applications:
Address applications and nominations to Mr. Brenda Wynn, Assistant to the President, Meharry Medical College, 1003 D. B. Todd Boulevard, Nashville, TN 37208. Direct telephone inquiries to (615) 327-0900. Applicants should submit a letter of interest, a curriculum vitae and the names, addresses and telephone numbers of three references by April 30, 1992.

Meharry Medical College is an Affirmative Action, Equal Opportunity Employer.

Vice President for Business Affairs

Washington State University is accepting applications and nominations for the position of Vice President for Business Affairs. The Vice President is the primary administrator of all areas relating to the business of the university. The Vice President has administrative responsibility for university-wide policy, planning, and budget processes; is a member of the President's Cabinet and Executive Budget Committee. The Vice President is responsible for maintaining a well-managed corporation and facilitates management processes. Other duties include the supervision of business units representing the university to legislators, governmental agencies, and community leaders.

Minimum qualifications for this position include a bachelor's degree in a relevant field, a graduate degree or other professional training and preferred and familiarity with national and regional educational and financial issues. Candidate must have exceptional interpersonal skills, a demonstrated record of integrity, and outstanding management and leadership skills. Salary will be commensurate with qualifications and background.

WSU located in southeast Washington with a student enrollment of 17,000, is the state's largest university and is a comprehensive academic research institution with seven colleges and schools, a medical center, and branch campuses located in Spokane, Vancouver, and The Dalles. WSU has 11 buildings located throughout our state. WSU is a member of the Pacific-10 Athletic Conference.

The closing date for applications is April 17, 1992, or until the position is filled. Applications must consist of a cover letter and a resume which includes the names, addresses, and telephone numbers of at least three professional references. Applications and questions should be directed to:

Mr. Stanton E. Schmid
Washington State University
442 French Administration Building
Pullman, WA 99164-1043

Washington State University is an Equal Opportunity, Affirmative Action educator and employer. Members of ethnic minorities, women, Vietnam-era disabled veterans, persons of disability, and/or persons between the ages of 40-70 are encouraged to apply.

Signature _____ Expiration date _____

PRESIDENT

Atlantic University Virginia Beach, Virginia

The Presidential Search Committee is seeking nominations and applications for the position of President of Atlantic University. Reporting directly to the Board of Trustees, the President is the chief academic and administrative officer of the University.

Atlantic University, founded as a graduate school in 1985, is located from the ocean in Virginia Beach, Virginia. It offers a master's degree in the interdisciplinary field of human consciousness.

Atlantic University provides a learning environment integrating body, mind, and spirit to help individuals achieve higher human potential and transform their lives, better understand their relationship to all life, and be of greater service to others.

This program currently attracts about 100 degree-seeking students interested in this holistic educational experience that emphasizes spiritual growth as well as academic achievement.

Qualifications:

The next President of Atlantic University should be a proven administrator or academic leader in higher education possessing the following:

- visionary and strategic planning skills to further develop and implement the University's unique mission;
- budgetary and financial management skills to provide leadership in a time of constrained financial resources;
- sensitive interpersonal skills in order to work cooperatively with Board, faculty, staff, and students to implement university policies including curriculum and faculty development and student support services;
- the ability to effectively communicate the mission of the University to the community at large, presenting a positive image and being broad financial support;
- a Ph.D. or terminal degree in one's field.

Nominations and applications should be submitted to:

Kathy Vonder-Ode, Chair
Presidential Search Committee
Atlantic University
67th Street and Atlantic Avenue
P. O. Box 595
Virginia Beach, VA 23451-0955

Inquiries, applications and nominations, to be submitted by May 15, 1992, will be treated in absolute confidence and should be directed to:

BULLETIN BOARD: Positions available

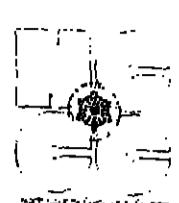


CARROLL COLLEGE

Waukesha, Wisconsin

PRESIDENT

PRESIDENT North Country Community College



CARROLL COLLEGE

Waukesha, Wisconsin

PRESIDENT

PRESIDENT Morningside College Sioux City, Iowa

The Board of Directors of Morningside College invites applications and nominations for the position of President. It is expected the selected candidate will be available for the fall, 1992, semester.

Founded in 1894, Morningside College is a private, coeducational, four-year, liberal arts institution. Affiliated with the United Methodist Church, the college seeks a campus body representing diverse social, cultural, ethnic, racial, and national backgrounds. The college enrolls 1,232 students and employs 64 full-time faculty. The campus consists of 16 buildings on 27 acres located in Sioux City, Iowa. Metropolitan Sioux City supports a population of 100,000 and is the economic and cultural hub of the "Siouxland" region.

Candidates must have an earned doctorate from a recognized university. Among the other qualifications sought are:

- proven experience and success as an educational leader;
- experience with a private liberal arts college;
- experience in fund-raising;
- ability to work effectively with faculty, students, alumni, and community and church leaders;
- expertise in administration and planning;
- exemplary character and integrity; and
- ability to communicate and motivate, and to lead the college.

Prospective candidates should send the following:

- an application letter;
- a complete resume/vita;
- placement credentials;
- complete transcripts;
- an original position paper addressing "Challenges and Opportunities Facing Private Colleges in the 1990s and Beyond";
- letters from a minimum of five people representing career and community relationships;
- any other materials that you consider relevant.

The committee will review complete files beginning immediately. The starting date is negotiable, but the new president will assume office no later than August 1993. All applications or recommendations should be sent to:

Mr. Jim Walker, Chair, Search Committee
Morningside College
1501 Morningside Avenue
Sioux City, Iowa 51106.

Applications will be acknowledged and further information sent to the candidate.

Morningside College is an Equal Opportunity Educator and Employer.

PRINCE WILLIAM SOUND COMMUNITY COLLEGE

Valdez, Alaska

CAMPUS PRESIDENT



PRESIDENT

GOLDEN WEST COLLEGE

The University of Alaska Anchorage (UAA) is currently accepting applications and/or nominations for the position of Prince William Sound Community College President. Reporting to the Chancellor of UAA, this position is responsible for planning, developing, and managing of institutional development and delivery of services for Prince William Sound and Copper Basin regions.

Prince William Sound Community College, part of the University of Alaska Worldwide System, has main campuses in the historic community of Valdez, Alaska, in Cordova, and the Copper Basin, located in Southcentral Alaska. PWSCC serves a geographic area of more than 44,000 square miles. The college's curriculum includes liberal arts, general education, vocational education, adult basic education, general education development testing services, self-improvement courses and seminars.

A complete position description may be obtained from the University of Alaska Anchorage Personnel Services Office.

Review of applications will begin May 1, 1992 and continue until the position is filled. Submit letter of application, including statement of educational philosophy, comprehensive résumé and names, addresses and phone numbers of five professional references to: University of Alaska Anchorage, Personnel Services Office, 1890 University Lake Drive, Anchorage, AK 99504; telephone: (907) 786-4608; FAX: (907) 786-4727.

UAA is an AAEO Employer and Educational Institution.

A District application form must be submitted no later than the deadline of 5/15/92.

**Résumés will not be accepted in lieu of required forms.
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The University of Georgia seeks an

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to provide leadership to further the

education program and research

and development of water quality

and environmental protection.

Additionally, with extensive

and varied publications, experience with

computers and knowledge of word process-

ing is required. Applications must

include a detailed curriculum vitae, current

résumé, and official transcripts.

Curriculum vitae and transcripts must

be submitted with application.

Additional documentation, including

recommendations, may be submitted

separately.

Application deadline: April 15, 1992.

Address: Dr. James R. Galloway, Chair,

Department of Biological Sciences,

University of Georgia, Athens, GA 30602.

Telephone: (404) 542-5511.

Fax: (404) 542-5511.

Telex: (404) 542-5511.

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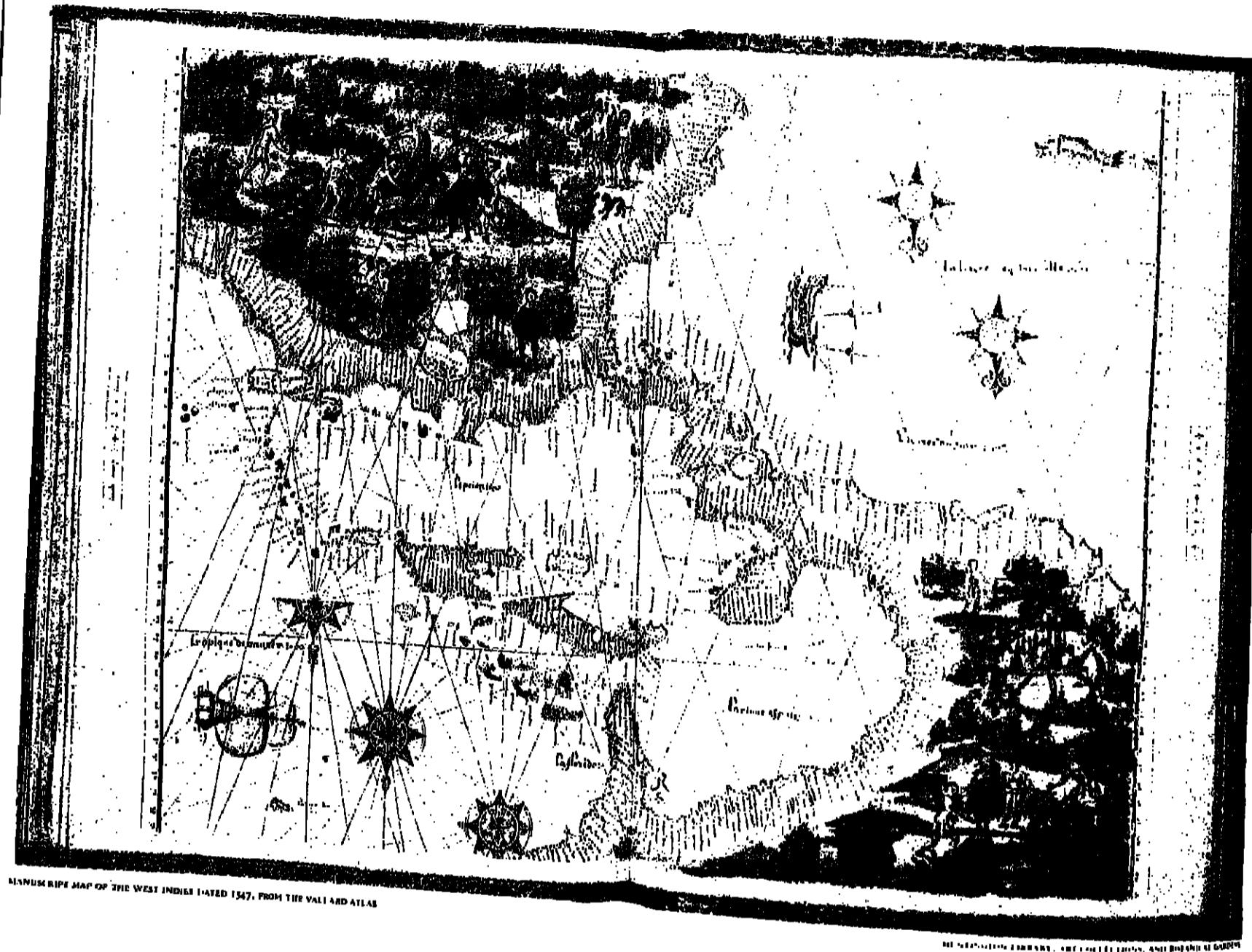
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include a detailed curriculum vitae, current

résumé,

End Paper



MANUSCRIPT MAP OF THE WEST INDIES DATED 1547, FROM THE VALLETTA ATLAS

The Legacy of Spain in the Americas, 1492-1600

THE PRESENCE of native peoples in the Americas created religious, legal, moral, and philosophical problems for their conquerors. Spanish opinion ranged from seeing Native Americans as "noble savages," innocent alike of sin and civilization, to viewing them as irrational subhumans. Gonzalo Fernández de Oviedo, author of one of the best-known early works about the New World, considered them to be "lazy and vicious, . . . a lying, shiftless people," whereas Bartolomé de las Casas, writing at the same time, was arguing vehemently that they were "without evil and without guile."

To their credit, the Spanish monarchs of the sixteenth century invited relatively free and frank discussion not only on the nature of the indigenous American peoples but also on the fundamental right of the Monarchy to rule over them.

"Spain in the Americas 1492-1600: What Is the Legacy?" an exhibition of rare books, maps, and manuscripts, will be at the Huntington Library in San Marino, Cal., through October. The exhibition includes the oldest known letter written by Columbus to his son Diego. It was written shortly before the explorer embarked on his fourth voyage in 1502. The letter, thought to be lost, was recently rediscovered at the Huntington.

The text above is by William Moffett, director of the library, and William France, the curator of the exhibition. It is excerpted from the exhibition brochure.

Charles V threatened the interests of Spanish conquistadors when he enacted the "New Laws" of 1542. Although political unrest in the Americas forced him to retreat, how to treat the Americans remained an open question, reaching a symbolic climax in a formal debate held in 1550-51 at Valladolid between Las Casas and Juan Ginés de Sepúlveda. There was no certain victor, yet Las Casas continued to get his radically pro-Native American opinion printed, while Sepúlveda was forbidden to publish. Indeed, it was the very frankness of Spanish self-criticism that provided Protestant England and its allies with much of the ammunition for the "Black Legend" of inherent Spanish cruelty. In Spanish America, there more than in other, later European empires, ethical considerations on the just treatment of Native Americans deeply influenced political decisions, even at the risk of civil war.

"Spain in the Americas 1492-1600: What Is the Legacy?" an exhibition of rare books, maps, and manuscripts, will be at the Huntington Library in San Marino, Cal., through October. The exhibition includes the oldest known letter written by Columbus to his son Diego. It was written shortly before the explorer embarked on his fourth voyage in 1502. The letter, thought to be lost, was recently rediscovered at the Huntington.

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Government & Politics

National Effort Sought to Aid Black Ph.D. Candidates

Continued From Page A27
design. "It's not just the provision of money, but the intensity of the interpersonal contact," he said.

Not Necessarily Identical

While the endowment program has worked well, Richard W. Jonson, executive director of the Western Interstate Commission for Higher Education, said other efforts would be similar, but not necessarily identical. For example, some may seek to attract members of different minority groups, depending on the enrollment patterns and demographics of different parts of the country. Or a program may opt to provide loans for doc-

toral study instead of grants, and forgive the loans if the student agrees to stay in the region as a faculty member for a specific time period.

The critical element, said Frank C. Abbott, coordinator of the effort for the Western commission, is that the programs "personalize the educational opportunity for each scholar."

Mr. Jonson said budget deficits in many states might initially limit how far the efforts could go, but that some action was essential. "Everybody acknowledges that something has to happen. We cannot live with things as they are today, or tomorrow will be unacceptable."

Enthusiastic Support

"I'm convinced that it's possible to have these programs, but we may have to design them a little differently than the Florida pro-

gram," Mr. Musick said. "We'll make sure we're not breaking the law, if anyone can figure out what the law is."

Success stories from the Florida program provided the inspiration for what state and regional officials are trying to do, they say.

One former fellow, Tommie H. Stewart, a professor of theater at Alabama State University, enthusiastically supports replicating the program elsewhere in the country.

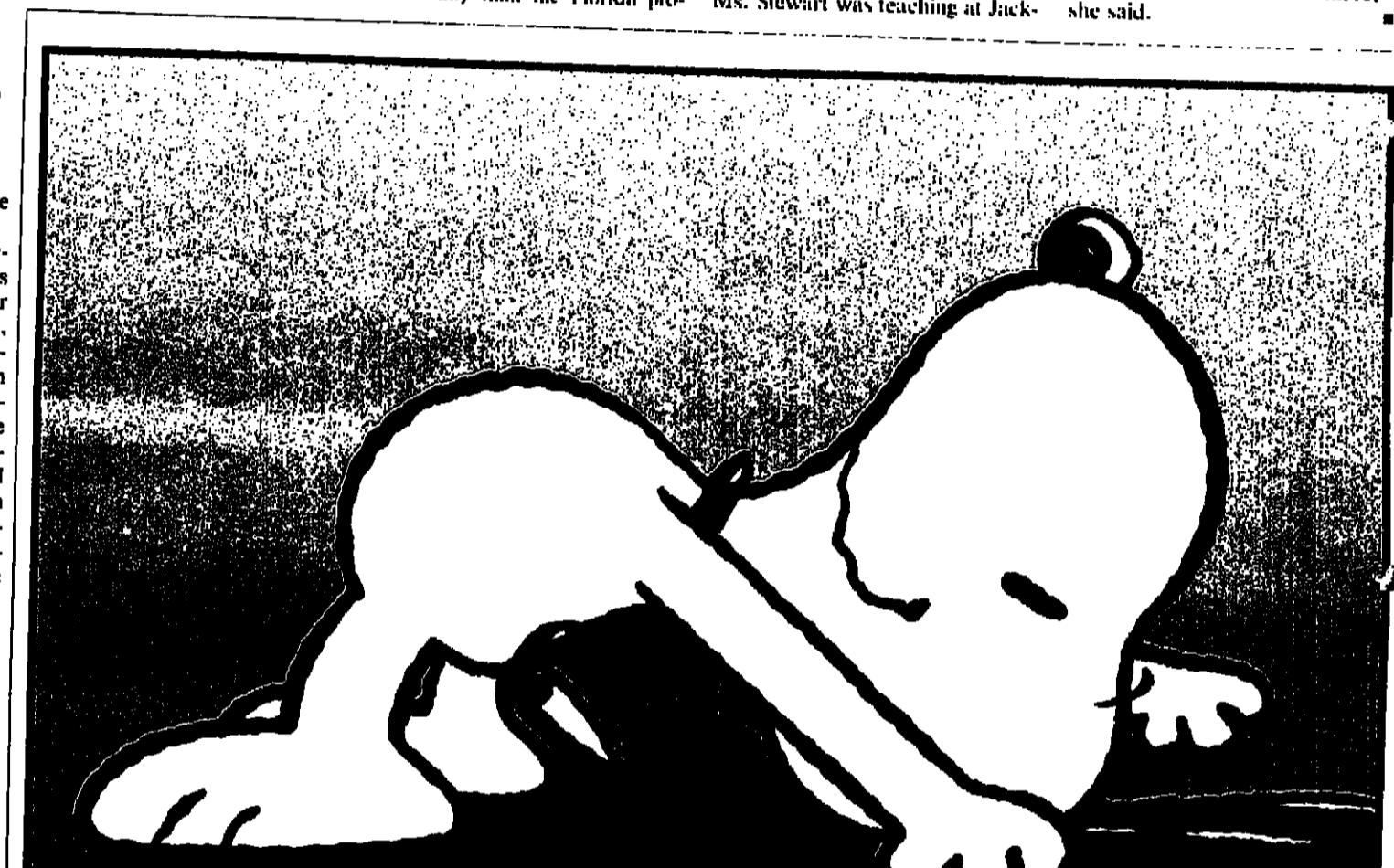
"This program is absolutely necessary in order to afford more talented African-American students an opportunity that they would not have had without the McKnight Foundation," she said.

Before winning a fellowship in 1984 to Florida State University, Ms. Stewart was teaching at Jack-

son State University. "I was giving 150 per cent of myself, using all of my time to teach and develop students in the arts, but without the credentials necessary to even warrant much financial support for the program I had created."

Since receiving her Ph.D., Ms. Stewart has not only joined the faculty of Alabama State, but also received an honorary doctorate from Buena Vista College in Iowa, where she gave a commencement address, and won a recurring role on NBC's "In the Heat of the Night."

"I don't know whether any of this would have happened had it not been for the foundation's believing that somewhere out there, somebody wanted to do more," she said.



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College and University Projects Receiving Congressional Earmarks

Continued from Preceding Page

Reporting Database Development Project at the Upper Great Plains Transportation Institute: \$100,000—from the Agriculture Department for research on dried beans; \$75,000—from the Agriculture Department for research on biocontrol of grasshoppers.

Northeastern University, at least \$6-million from the Department of Defense for research and development.

Northeast Louisiana University, \$4-million from the Federal Aviation Administration for facilities and equipment related to its airway-science curriculum.

Northeast Texas Community College, \$300,000 from the Department of Housing and Urban Development for the Business and Industrial Development Center to promote programs for rural economic development.

Northern Illinois College, \$647,000—to be shared with four other institutions—from the Agriculture Department for research or development of agriculture in the Pacific region.

Northwestern University, \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$600,000 from the Agriculture Department for the Biotechnology Center.

Northwest Missouri State University, \$105,000 from the Energy Department for a study of ethanol as a fuel for small engines.

Olema State University, \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwestern Superconductivity Consortium; \$2,865-million—to be shared with 17

other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$100,000 from the Agriculture Department for research on food systems; \$250,000 from the Agriculture Department for income-enhancement demonstration; \$240,000 from the Agriculture Department for research on genetic engineering of plants; \$140,000 from the Agriculture Department for research on new uses of agricultural products; \$55,000 from the Agriculture Department for research on oilseed crops.

Oklahoma State University, \$337,000 from the Agriculture Department for wheat-pasture expansion; \$331,000—to be shared with Mississippi State University—from the Agriculture Department for a technology-transfer project; \$300,000 from the Agriculture Department for research on rural development; \$282,000 from the Agriculture Department for research on food preservation and processing; \$225,000 from the Agriculture Department for fish-marketing research; \$300,000 from the Agriculture Department for research on integrated production systems; \$100,000—to be shared with Kansas State University—from the Agriculture Department for the Great Plains Agricultural Policy Center.

Oregon Graduate Institute, \$1.3-million from the Department of Defense for research and development; \$537,000—to be shared with seven other universities—from the Agriculture Department for research on small-fruit research; \$85,000 from the Agriculture Department for research on eastern fibert blight; \$46,000 from the Agriculture Department for mink research.

Oregon Health Sciences University, \$10-million from the Energy Department for an ambulatory research and education building.

Pennsylvania State University, \$5-million from the U.S. Navy for research on manufacturing technologies; \$3,557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$1,435-million—to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$500,000—to be shared with four other universities—from the Agriculture Department for rural-development centers; \$335,000 from the Agriculture Department for research on improved dairy-management practices; \$285,000 from the Agriculture Department for research on a rural-education satellite downlink; \$284,000 from the Agriculture Department for research on milk safety; \$240,000 from the Agriculture Department for research on controlled-environment production systems; \$34,000 from the Agriculture Department for research on a mechanical tomato harvester; \$10-million from the Department of Defense for the training of physician assistants.

Stephen F. Austin State University, \$5-million to be shared with Sam Houston State University—from the Department for the Texas Regional Center for Environmental Studies.

Stevens Institute of Technology, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Stockton State College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Tarleton State University, \$4-million from the Energy Department to restore the Technology Complex.

Tel Aviv University, \$28.4-million from the National Aeronautics and Space Administration; \$1-million from the Defense Department; \$800,000 from the Agriculture Department for research on potatoes; \$750,000 from the Environmental Protection Agency—all to be shared with four other universities and a private research institute—for the Consortium for International Earth Science Information Network.

Saint Francis College (Pennsylvania), \$2.5-million from the Department of Defense for the training of physician assistants.

Saint John's University (New York), \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Saint Joseph's University (Pennsylvania), \$2.71-million from the Agriculture Department for the Center for Food Marketing.

Saint Norbert College, \$1.5-million from the Small Business Administration for urban-gardening programs; \$1-million from the Defense Department; \$750,000 from the Environmental Protection Agency all to be shared with four other universities and a private research institute—for the Consortium for International Earth Science Information Network.

Saint Peter's College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Saint Paul University, \$3.557-million to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwestern Superconductivity Consortium; \$2,865-million—to be shared with 17

other universities—from the Agriculture Department for research on food systems.

Purdue University, \$3.557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwestern Superconductivity Consortium; \$2,865-million—to be shared with 17 other universities—from the Agriculture Department for research on food systems.

Ramapo College, \$300,000—to be

shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Randolph-Macon College, \$300,000—to be

shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Rider College, \$300,000—to be

shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard for the New Jersey Marine Sciences Consortium to develop educational materials on fishing-vessel safety.

Rensselaer Polytechnic Institute, \$800,000 from the Environmental Protection Agency for the Adirondack Construction Assessment Program.

Rutgers University, \$3,557-million to be

shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3,044-million from the Agriculture Department for a plant-bioscience facility; \$2.5-million to be shared with two other universities—from the National Oceanic and Atmospheric Administration for marine research; \$2-million from the National Oceanic and Atmospheric Administration for research on the New York Bight; \$1.5-million to be shared with the Georgia Institute of Technology—from the Federal Aviation Administration for research on the wheel disease TCK smut; \$225,000 from the Agriculture Department for research on the wheat disease TCK smut; \$207,000 from the Agriculture Department for research on alternative pest control, containment, and quarantine.

Southern Illinois University, \$5,000 from the Agriculture Department for research on water quality.

Southern University, \$3-million from the Federal Aviation Administration, facilities and equipment related to airway-science curriculum.

Southwest State University, \$2,000—to be shared with the Minnesota Extension Service—from the Agriculture Department for the Youth-at-Risk program.

Sparks State Technical College, \$1.6-million from the Energy Department to complete the Center for Advanced Technologies.

Tuskegee University, \$4-million—to be shared with seven other universities—from the Environmental Protection Agency for the Association of Minority Health Professionals Schools to study the toxicity of certain chemicals.

University of California at Davis, \$1,609-million for a grape-importing facility; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project.

University of California at Santa Barbara, \$28.4-million from the National Aeronautics and Space Administration to help build and equip the Christopher Columbus Center of Marine Research and Exploration; \$3,557-million to be shared with 22 other universities and a private research institute—from the Education Department for technical assistance at the National Center for Vocational Education.

University of California at Berkeley, \$4-million—to be shared with Massachusetts General Hospital—from the Health and Human Services Department for planning and construction at the Lawrence Berkley Laboratory; \$2-million to be shared with four other universities and a private research institute—from the Agriculture Department for urban-gardening programs; \$1.185-million to be shared with the University of Mississippi—from the Bureau of Mines for the Marine Minerals Technology Center; \$400,000 from the Department of Housing and Urban Development for the Hawaii Real Estate and Education Center.

University of Hawaii at Manoa, \$4-million to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$221,000 from the Agriculture Department for a product-development and marketing center; \$187,000 from the Agriculture Department for research for low-bush-blueberry research.

University of Maryland, \$20-million from the National Aeronautics and Space Administration for the Consortium for International Earth Science Information Network; \$3.2-million to be shared with three other universities and the Tennessee Valley Authority—from the Environmental Protection Agency for the Southern Oxidants Study on the biogenetic emissions of ozone.

University of Michigan, \$28.4-million from the National Aeronautics and Space Administration, \$1-million from the Defense Department, \$900,000 from the Agriculture Department for a product-development and marketing center; \$185,000 from the Agriculture Department for research for low-bush-blueberry research.

University of Minnesota, at least \$10-million from the Department of Defense for research and development; \$2,865-million to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

University of Minnesota, \$1.435-million to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$980,000—to be shared with two other universities—from the Agriculture Department for water-quality research; \$500,000 from the Agriculture Department for a biotechnology facility; \$437,000—to be shared with 17 other universities—from the Agriculture Department for research on Russian wheat aphids; \$207,000 from the Agriculture Department for research on minor-crop pest control; \$154,000 from the Agriculture Department for agricultural-diversification research; \$150,000 from the Agriculture Department for research on multi-cropping strategies for aquaculture.

University of Idaho, \$1.435-million to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$10-million from the Agriculture Department for the Institute for Natural Resources and Environmental Science; \$437,000 from the Agriculture Department for research on Chesapeake Bay aquaculture.

University of Massachusetts at Amherst, \$1.435-million to be shared with eight other universities—from the Agriculture Department for research on potatoes; \$1-million from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

University of Minnesota, \$1.435-million to be shared with eight other universities—from the Agriculture Department for research and development; \$2,865-million to be shared with 17 other universities—from the Agriculture Department for research on low-bush-blueberry research.

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University of Minnesota, \$1.435-million to be shared with eight other universities—from the Agriculture Department for research and development; \$2,8

College and University Projects Receiving Congressional Earmarks

Continued From Preceding Page

University of Missouri at St. Louis, \$10-million from the Energy Department for technical assistance at the National Center for Research on Vocational Education; \$750,000 from the Department of Transportation for the Humphrey Institute; \$600,000 from the Environmental Protection Agency for the Minerals Research Laboratory at the university's Natural Resources Research Institute; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$250,000 from the Agriculture Department for a program to assist local communities with development issues; \$230,000 from the Agriculture Department for research on low-input agriculture; \$200,000—to be shared with North Dakota State University—from the Agriculture Department for research on the Red River Corridor; \$140,000 from the Agriculture Department for swine research; \$68,000 from the Agriculture Department for wild-ice research.

University of Mississippi, \$1.322-million from the Agriculture Department to operate the Food Service Management Institute; \$1.165-million—to be shared with the University of Hawaii—from the Bureau of Mines for the Marine Minerals Technology Center; \$1-million from the U.S. Navy for the National Center for Physical Acoustics; \$100,000 from the Agriculture Department for the Biological Technology Center for Water and Wetlands Resources.

University of Missouri at Columbia, \$3.557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$3-million—to be shared with five other universities—from the Energy Department for the Midwestern Superconductivity Consortium; \$2.865-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$750,000—to be shared with Iowa State University—from the Agriculture Department for the Food and Agriculture Policy Institute; \$525,000—to be shared with two other universities—from the Agriculture Department for rural-policy institutes; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; up to \$395,000—to be shared with the University of Arkansas—from the Agriculture Department for modeling on rice; \$359,000 from the Agriculture Department for research on soybean-oyst nematode; \$348,000—to be shared with Texas A&M University—from the Agriculture Department for research on the regional implications of farm programs; \$200,000—to be shared with the University of Arkansas—from the Agriculture Department for endophyte research; \$50,000 from the Agriculture Department for the Conservation Reserve Program to study soil erosion.

University of Nebraska at Lincoln, \$2.885-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium; \$1.45-million—to be shared with two other universities—from the Environmental Protection Agency for a project on pollution; \$235,000 from the Agriculture Department for operating expenses for the Agricultural Satellite Corporation; \$200,000 from the Agriculture Department for research on rural development; \$197,000 from the Fish and Wildlife Service for wetland studies on the Platte River; \$10,000 from the Agriculture Department for research on non-food agricultural products; \$99,000 from the Agriculture Department for research on sandhills grazing-management practices; \$80,000 from the Agriculture Department for milkweed research; \$70,000 from the Agriculture Department for research on sustainable-agriculture systems; \$67,000 from the Agriculture Department for research on crambe/rape seed; \$50,000 from the Agriculture Department for a food-processing center.

University of Pittsburgh, \$5-million from the U.S. Army for the National Defense Center for Environmental Excellence, which is managed by the University of Pittsburgh Trust; \$524,000 from the Justice Department to continue a study of the causes of juvenile delinquency.

University of Nevada at Las Vegas, \$1.284-million from the Energy Department to buy supercomputer time.

University of Nevada at Reno, \$2.5-million from the Federal Emergency Management Center to build a laboratory for earthquake research; \$200,000 from the Agriculture Department for water conservation research; \$197,000 from the Interior Department for research on immunoprotection; \$99,000 from the Interior Department for a population model.

University of New Hampshire, \$2-million from the National Oceanic and Atmospheric Administration for marine research; \$50,000—to be shared with the University of Vermont—from the Agriculture Department for research on the marketing of forest products.

University of North Dakota, \$4.381-million from the Agriculture Department for the Institute for Agricultural Health Science and Rural Medicine; \$2.5-million from the Environmental Protection Agency for developing a technology for a low-

temperature-plasma process; \$2-million from the Federal Aviation Administration for facilities and equipment related to its airway-science curriculum; \$2-million from the Department of Housing and Urban Development for a "technology-incubator" facility to create new manufacturing jobs in rural areas; \$1.481-million from the Energy Department for the Energy and Environmental Research Center; \$500,000 from the Agriculture Department for research on water quality; \$400,000 from the Agriculture Department for maize-genetics research center; about \$260,000 from the U.S. Army to continue a training program for helicopter pilots; \$250,000 from the Agriculture Department for an alternative-fuel laboratory.

University of Notre Dame, \$3-million—to be shared with four other universities—from the Agriculture Department for research programs at aquaculture centers; \$2-million from the Education Department for the Warren G. Magnuson Endowment; \$1.234-million from the Forest Service for the Olympic Natural Resources Center; \$800,000—to be shared with Washington State University—from the Agriculture Department for research on the competitiveness of agricultural products; \$123,000 from the Indian Health Service for research on fetal-alcohol syndrome.

University of Oregon, \$537,000—to be shared with seven other universities and two research centers—from the Agriculture Department for milkweed research; \$70,000 from the Agriculture Department for research on sustainable-agriculture systems; \$67,000 from the Agriculture Department for research on crambe/rape seed; \$50,000 from the Agriculture Department for a food-processing center.

University of Pennsylvania, \$10-million from the Department of Defense for the Institute for Advanced Science and Technology for a food-processing center.

University of Wisconsin at Madison, at least \$1.6-million from the Department of Defense for research and development; \$412,000—to be shared with 11 other universities—from the Agriculture Department for an independent validation-and-verification facility for complex software; \$1.975-million from the Energy Department for the National Research Center for Coal and Energy; \$1.5-million from the Environmental Protection Agency for the National Center for Alternative Transportation Fuels; \$1-million from the Environmental Protection Agency for the Small Flows Clearinghouse; \$1-million from the Department of Transportation for the Constructed Facilities Center; \$750,000 from the Agriculture Department for Appalachian hardwood research; \$494,000 from the National Park Service for the Institute for the History of Technology and Industrial Archaeology; \$247,000 from the Forest Service for testing of timber-bridge designs.

University of Rhode Island, \$500,000 from the Agriculture Department for building consolidation; \$340,000—to be shared with Oregon State University from the Agriculture Department for fish-marketing research.

University of Nevada at Las Vegas, \$1.284-million from the Energy Department to buy supercomputer time.

University of Nevada at Reno, \$2.5-million from the Federal Emergency Management Center to build a laboratory for earthquake research; \$200,000 from the Agriculture Department for water conservation research; \$197,000 from the Interior Department for research on immunoprotection; \$99,000 from the Interior Department for a population model.

University of Saint Thomas (Minnesota), at least \$500,000 from the Department of Defense for research and development.

University of South Carolina, \$700,000 from the National Ocean Service for estuary research at the School of Public Health; at least \$500,000 from the Department of Defense for research and development.

University of Southern Mississippi, \$3.5-million—to be shared with a private research institute—from the Agriculture Department for research on shrimp aquaculture; \$400,000 from the Agriculture Department for a biotechnology laboratory; \$250,000—to be shared with four other universities—from the Agriculture Department for research on the wheat disease TCK smut; \$212,000—over four years—from the Agriculture Department for curcumin development on preventing damage caused by animals.

University of Tennessee at Knoxville, \$3.557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$925,000 from the Agriculture Department for research on rice; \$359,000 from the Agriculture Department for marine research; \$50,000—to be shared with the University of Vermont—from the Agriculture Department for research on the marketing of forest products.

University of North Dakota, \$4.381-million from the Agriculture Department for the Institute for Agricultural Health Science and Rural Medicine; \$2.5-million from the Environmental Protection Agency for developing a technology for a low-

temperature-plasma process; \$2-million from the Federal Aviation Administration for facilities and equipment related to its airway-science curriculum; \$2-million from the Department of Housing and Urban Development for a "technology-incubator" facility to create new manufacturing jobs in rural areas; \$1.481-million from the Energy Department for the Energy and Environmental Research Center; \$500,000 from the Agriculture Department for research on water quality; \$400,000 from the Agriculture Department for maize-genetics research center; about \$260,000 from the U.S. Army to continue a training program for helicopter pilots; \$250,000 from the Agriculture Department for an alternative-fuel laboratory.

University of Vermont, \$99,000 from the U.S. Fish and Wildlife Service to conduct food-web studies in Lake Champlain; \$99,000 from the Agriculture Department for maple research; \$50,000—to be shared with the University of New Hampshire—from the Agriculture Department for research on the marketing of forest products; \$49,000 from the Agriculture Department for research on integrated orchard management; \$37,000 from the Agriculture Department for research on the wheat disease TCK smut; \$187,000—to be shared with the University of Minnesota—from the Agriculture Department for research on small-fruit research.

Washington University, \$2.805-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

Western Michigan University, \$1.3-million from the Environmental Protection Agency for a research project to test office waste.

Weber State University, \$28.6-million from the Health and Human Services Department for equipment and construction and renovation of facilities for the Centers for Disease Control; \$10-million from the National Aeronautics and Space Administration for an independent validation-and-verification facility for complex software; \$1.975-million from the Energy Department for the National Research Center for Coal and Energy; \$1.5-million from the Environmental Protection Agency for the National Center for Alternative Transportation Fuels; \$1-million from the Environmental Protection Agency for the Small Flows Clearinghouse; \$1-million from the Department of Transportation for the Constructed Facilities Center; \$750,000 from the Agriculture Department for Appalachian hardwood research; \$494,000 from the National Park Service for the Institute for the History of Technology and Industrial Archaeology; \$247,000 from the Forest Service for testing of timber-bridge designs.

Wheeling Jesuit College, \$13.5-million from the National Aeronautics and Space Administration for an agriculture-biotechnology and genetics facility; \$3.657-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2.365-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

University of Wyoming, \$500,000 from the Agriculture Department for an environmental-simulation facility.

Utah State University, \$10-million, from the National Aeronautics and Space Administration to continue building, equipping, and integrating a "classroom of the future"; \$2-million—beyond the scope of an existing award—from the National Aeronautics and Space Administration for AdeNET; \$1.5-million from the National Aeronautics and Space Administration for the program on "the classroom of the future."

Whitman State University, \$1.414-million from the Federal Aviation Administration to advance aviation-safety research at the National Institute for Aviation Research.

William Paterson College, \$300,000—to be shared with 28 other colleges and the Philadelphia Academy of Natural Sciences—from the U.S. Coast Guard and the New Jersey Marine Sciences Consortium to develop educational materials for fishing-vessel safety.

Wright Polytechnic Institute, \$1.5-million—to be shared with four other universities and a private research institute—from the Education Department for technical assistance at the National Center for Research on Vocational Education; \$412,000—to be shared with 11 other universities—from the Agriculture Department for a barley gene-mapping project; \$28,000 from the Agriculture Department for research on procerum-root disease.

Worcester State College, \$1.6-million—to be shared with four other universities and a private research institute—from the Small Business Administration for a shared incubator facility and a science and business center; \$437,000—to be shared with seven other universities and two research centers—from the Agriculture Department for bleach technology research.

Yale University, \$1.825-million from the Agriculture Department for the medical school.

Washington State University, \$3.557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2.12-million from the Agriculture Department for an animal-disease biotechnology facility; \$1.435-million—to be shared with eight other universities—from the Agriculture Department for biotechnology research.

Xavier University of Louisiana, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

University of Toledo, \$275,000 from the Agriculture Department for the Plant Science Research Facility.

University of Utah, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

University of Texas at El Paso, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

Wake Forest University, \$1.825-million from the Agriculture Department for the medical school.

Washington State University, \$3.557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2.12-million from the Agriculture Department for an animal-disease biotechnology facility; \$1.435-million—to be shared with eight other universities—from the Agriculture Department for biotechnology research.

University of Wyoming, \$500,000 from the Agriculture Department for the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

University of Washington, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

University of Wisconsin at Milwaukee, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

University of Wyoming, \$500,000 from the Agriculture Department for the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

University of Wyoming, \$2-million—to be shared with four other universities—from the Environmental Protection Agency for the Southwest Center for Environmental Research and Policy for research, education, and policy analysis on environmental problems at the border between the United States and Mexico.

Government & Politics

from the Agriculture Department, research on the competitiveness of agricultural products; \$687,000 from the Agriculture Department for pesticides research; \$437,000—to be shared with four other universities—from the Agriculture Department for research on the marketing of forest products; \$49,000 from the Agriculture Department for research on integrated orchard management; \$37,000 from the Agriculture Department for research on the wheat disease TCK smut; \$187,000—to be shared with the University of Minnesota—from the Agriculture Department for research on small-fruit research.

University of Vermont, \$99,000 from the U.S. Fish and Wildlife Service to conduct food-web studies in Lake Champlain; \$99,000 from the Agriculture Department for maple research; \$50,000—to be shared with the University of New Hampshire—from the Agriculture Department for research on the marketing of forest products; \$49,000 from the Agriculture Department for research on integrated orchard management; \$37,000 from the Agriculture Department for research on the wheat disease TCK smut; \$187,000—to be shared with the University of Minnesota—from the Agriculture Department for research on small-fruit research.

University of Washington, \$2.805-million—to be shared with four other universities—from the Agriculture Department for research programs at aquaculture centers; \$2-million from the Education Department for the Warren G. Magnuson Endowment; \$1.234-million from the Forest Service for the Olympic Natural Resources Center; \$800,000—to be shared with Washington State University—from the Agriculture Department for cost-share legume research; \$250,000—to be shared with four other universities—for the Agriculture Department for research on the wheat disease TCK smut; \$187,000—to be shared with the University of Minnesota—from the Agriculture Department for research on small-fruit research.

Washington University, \$2.805-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

Western Michigan University, \$1.3-million from the Environmental Protection Agency for a research project to test office waste.

University of Notre Dame, \$3-million—to be shared with four other universities—from the Agriculture Department for a maize-genetics research center; about \$260,000 from the U.S. Army to continue a training program for helicopter pilots; \$250,000 from the Agriculture Department for research on chameleons/rape seed; \$50,000 from the Agriculture Department for a food-processing center.

University of Oklahoma, \$160,000 from the Agriculture Department for research on the competitiveness of agricultural products; \$123,000 from the Indian Health Service for research on fetal-alcohol syndrome.

University of Oregon, \$537,000—to be shared with five other universities—from the Agriculture Department for research on sandhills grazing-management practices; \$80,000 from the Agriculture Department for milkweed research; \$70,000 from the Agriculture Department for research on sustainable-agriculture systems; \$67,000 from the Agriculture Department for research on crambe/rape seed; \$50,000 from the Agriculture Department for a food-processing center.

University of Pennsylvania, \$10-million from the Department of Defense for a computerized geographic-mapping system.

University of Wisconsin at Madison, at least \$1.6-million from the Department of Defense for research and development; \$412,000—to be shared with 11 other universities—from the Agriculture Department for an independent validation-and-verification facility for complex software; \$1.975-million from the Energy Department for the National Research Center for Coal and Energy; \$1.5-million from the Environmental Protection Agency for the National Center for Alternative Transportation Fuels; \$1-million from the Environmental Protection Agency for the Small Flows Clearinghouse; \$1-million from the Department of Transportation for the Constructed Facilities Center; \$750,000 from the Agriculture Department for Appalachian hardwood research; \$494,000 from the National Park Service for the Institute for the History of Technology and Industrial Archaeology; \$247,000 from the Forest Service for testing of timber-bridge designs.

University of Rhode Island, \$500,000 from the Agriculture Department for an environmental-simulation facility.

University of Nevada at Reno, \$2.5-million from the Federal Emergency Management Center to build a laboratory for a population model.

University of Saint Thomas (Minnesota), at least \$500,000 from the Department of Defense for research and development.

University of South Carolina, \$700,000 from the National Ocean Service for estuary research at the School of Public Health; at least \$500,000 from the Department of Defense for research and development.

University of Southern Mississippi, \$3.5-million—to be shared with a private research institute—from the Agriculture Department for urban-gardening programs; \$2.365-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

University of Tennessee at Knoxville, \$3.557-million—to be shared with 22 other universities—from the Agriculture Department for urban-gardening programs; \$2.365-million—to be shared with 17 other universities—from the Agriculture Department for the Midwest Plant Biotechnology Consortium.

University of Wyoming, \$500,000 from the Agriculture Department for an environmental-simulation facility.

Utah State University, \$10-million, from the National Aeronautics and Space Administration to continue building, equipping, and integrating a "classroom of the future"; \$2-million—beyond the scope of an existing award—from the National Aeronautics and Space Administration for AdeNET; \$1.5-million from the National Aeronautics and Space Administration for the program on "the classroom of the future."

Whitman State University, \$1.414-million from the Federal Aviation Administration to advance aviation-safety research at the National Institute for Aviation Research.

Yale University, \$13.1-per-cent return on its nearly \$2.6-billion endowment in 1990 declined to 2 per cent in 1991.

The Ohio State University, watched the 10.3-per-cent return on its \$322-million endowment in

Earnings Decline Prompts Universities to Rethink Investment Strategies

Continued From Previous Page

steps of larger institutions that have pursued more non-traditional investments.

Most college investment officials say they will keep most of their funds in domestic stocks and bonds. But in most cases, "diversification" is the buzz word for colleges that are trying to build their endowments.

College financial officers say that spreading money around will let profitable investments offset any that might prove unprofitable in a given year.

"It's the 'Don't put all your eggs in one basket' mentality," says the Common Fund's Mr. Storts.

"Colleges are becoming more and more sophisticated in investing."

Many business officers, however, say colleges are moving cautiously into new investment areas because, so far, they haven't seen the wealthiest institutions with diversified endowments fare any better than they have in the recession.

Risky Venture-Capital Efforts

Says Scott C. Malpass, investment officer of the University of Notre Dame: "It's important that colleges stick to the basics and not take their eye off the ball. We must learn from those ahead of us."

The University of Rochester has paid the price of putting too much

of its endowment into high-risk investments. By the mid-1980's, Rochester had about 75 per cent of its endowment in venture-capital investments and in small-capitalization stocks. Venture-capital efforts are risky and potentially profitable investments in promising young companies that are short of funds. Small-capitalization stocks are offered by young companies that are selling their stock publicly for the first time.

For a while the strategy worked. In 1983 Rochester's endowment reached an all-time high of \$665-million, an increase of more than 50 per cent over 1982. But the investments did not stay profitable—one

of the reasons the overall value of the endowment decreased. In 1984 Rochester's endowment was the 8th-largest in the nation. By 1991 it was the 20th-largest, at \$578-million.

Rochester Diversifies

Rochester has slowly changed to a more traditional portfolio. It now has about 40 per cent of its endowment in domestic and foreign stocks, 43 per cent in bonds, 14 per cent in cash investments, and 3 per cent in oil royalties. Within those categories, Rochester is further diversifying by putting limited amounts in venture-capital and leveraged-buyout funds. Last sum-

mer, Rochester also allocated a small amount—\$3-million, less than 1 per cent of its endowment—to real estate.

"It should be a highly diversified portfolio," says Richard W. Greene, Rochester's executive-president and treasurer. "You can never be sure where the best highest returns will come."

Officials at the Ohio State University agree. For years, it had about 45 to 50 per cent of its \$351-million endowment in stocks. Even though Ohio State officials blame a sluggish stock market for last year's drop in investment returns, they plan to put 60 per cent in stocks, 25 per cent in bonds, and 15 per cent in real estate.

"We feel that equities over last 60 or 70 years have been the best long-term investment to be in," says Alvin C. Rodack, Ohio State's associate treasurer. "I try not to get upset if we have a bad year."

Real-Estate Opportunities

Some institutions, however, don't worry about keeping large amounts of money in high-risk investments. Harvard was among the first universities to pump money into real estate, venture capital and oil and gas.

The university seeks to keep about 40 per cent of its portfolio domestic stocks, 18 per cent in foreign stocks; 7 per cent in real estate; 12 per cent in venture capital; 6 per cent in oil, gas, and mining; 3 per cent in domestic bonds; 3 per cent in foreign bonds; 2 per cent distressed securities; and 3 per cent in cash investments. Harvard maintains a negative balance in cash investments by holding futures contracts or by lending securities.

In the past year, the sagging economy forced Harvard to write down the value of investments in real estate and oil and gas by as much as \$200-million. Yet, financial officers don't plan to pull Harvard's money out of those areas and they are actually watching for new real-estate investments while prices are low.

At the same time, Harvard stands to benefit from a high-risk investment it made four years ago. Harvard will earn \$47-million if proposed merger goes through between the Banc One Corporation which owns the second-largest bank in Texas, and Team Bank, the state's fifth-largest bank. In 1989 Harvard paid a total of about \$3 million for 900,000 Team Bank shares, valued at about \$30 each. The share is now valued at \$82, giving the value of the university's investment at roughly \$74-million.

International Stocks Favored

At small and medium-sized colleges, meanwhile, international stocks seem to be one of the faster growing and most popular investments. The Common Fund created an international fund in 1983. In the last two years, the number of colleges participating in it has grown from 103 to 150.

To increase endowment returns, Wheaton last year put \$5-million, or 6 per cent, of its endowment into international stocks. In the 11 months since buying the stocks, Wheaton has seen a 14-per-cent return on the investment. "That's a

Business & Philanthropy

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a good move for us," says Kenneth C. Larson, the college's associate investment manager.

Like Wheaton, Berea College is looking for new opportunities to position its \$300-million endowment for the 1990's. Over the next few years, officials plan to put about \$2-million a year into real estate. They are also thinking about increasing the almost \$3-million Berea already has invested in bankrupt companies.

"We hope to provide some additional return beyond what the market is bringing us," says Leigh A. Jones, Berea's vice-president for business and finance. "The reality is that we really need a new facility, and a building needed renovating." We spend too much time worrying about the day-to-day returns."

Balancing the future growth of endowments with current fiscal needs, however, has become more difficult for some investment managers.

Setting the 'Spending Rate'

Other universities have decided to increase endowment spending gradually. Princeton University plans to raise its 4.25-per-cent spending rate on its \$2.6-billion endowment to 4.75 per cent in 1993. The increase will free up about \$8-million annually. Officials plan to use the money for deferred maintenance, laboratory renovations, new equipment, and other needs.

Princeton officials counter critics who contend that the university will be shortchanged in the long run if it increases endowment spending now. "We're balancing our investments rather than borrowing from the future," says Richard R. Spies, Princeton's vice-president for finance and administration. "To look at just the endowment is too narrow a look. We are investing in the physical capital of the facility.

Many colleges try to avoid spending more than 3 or 4 per cent because less money is then available to reinvest in the endowment. And that can have returns over time."

Many Colleges Believe the Slump in Real Estate Will Be Temporary

But some are weighing spending more of the endowment for special needs or to avoid cutbacks in academic programs.

From 1990 to 1991, Wheaton's endowment dropped from \$86.9-million to \$84.9-million, largely because officials pulled out \$4.6-million to help cover the costs of building a new dining hall and renovating a classroom and administration building.

But in many parts of the country, property values have plummeted during the recession. Some colleges have been forced to write down the value of their real-estate holdings, pulling down the value of their endowments. Others have found themselves stuck with property they want to get rid of but hesitate to sell in a depressed market.

Many college-endowment managers, however, say the drop in real-estate values is only temporary. Some investors, predicting better days ahead, are already looking for new properties.

'A Double Whammy'

"A mix of the recession and the credit crunch—those two factors combined—have put a double whammy on real-estate values," says Tom D. McCarthy, vice-president and portfolio manager for JMB Institutional Realty Corporation, in Chicago. JMB manages four real-estate funds in which 44 colleges invest. The funds, which include investments in office buildings, shopping centers, and warehouses, range in value from \$46-million to \$235-million.

In 1991, JMB wrote down the values of the funds by amounts ranging from 5.5 per cent to 20 per cent. ■

university's \$81-million endowment to \$252-million, putting it among the nation's top 40 endowments. The endowment now ranks in number 47. Although the university has not written down the value of its investments, it has seen earnings on the ventures stagnate.

"It does have an impact," says Louis H. Katz, the university's vice-president and treasurer. "But it's turned out to be a good investment even though it's not growing as rapidly as it has in the past."

Looking for Good Deals

Even when colleges don't pay anything for their holdings—when someone gives them property—problems can arise. Over the years, Wheaton College in Illinois has received gifts of ranch property, office buildings, and homes.

Valued at \$3.5-million, the real estate represents about 4 per cent of Wheaton's \$85-million endowment. But Wheaton has delayed plans to sell some property. "We just don't like to sell in the midst of a real-estate recession," says Kenneth C. Larson, Wheaton's associate investment manager.

On the other hand, some colleges are hoping to snag deals at low prices, figuring that values will bounce back. Vanderbilt University has about 4 per cent of its \$613.2-million endowment in real estate. Despite writing down the value of about \$4-million of those investments by about 20 per cent, officials want to buy more.

"There's a chance you can really make good," says William T. Spitz, Vanderbilt's treasurer. "Dishaster creates opportunity."

—JULIE L. NICKLIN

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Stanford Bookstore Said to Have Lost \$2-Million on Investments in Stocks

PALO ALTO, CAL.
Investigators are examining allegations that the Stanford University bookstore lost nearly \$2-million in the stock market last year while its managers received \$100,000 salaries and had the use of a vacation home.

The investments are the latest in a series of controversial disclosures about the store, a non-profit corporation independent of the university.

The store's practices are under scrutiny by the California Attorney General, who is looking at whether its compensation packages violate

laws governing non-profit organizations. According to a report in *The Stanford Daily*, senior bookstore employees received salaries of \$100,000 or more and had the use of a vacation home, motor home, sailboat, and luxury cars.

'Rather Speculative'

In another report last month, *The Daily* said the bookstore's controller had invested several million dollars of the store's reserve funds in what a member of the store's board of directors characterized as "rather speculative" stocks. The controller, Patrick McDonald, al-

legedly made the investments without the knowledge of store managers or its board of directors, according to the report.

As of June 30, 1990, the bookstore held close to \$5-million in marketable securities, the paper said. After Mr. McDonald resigned in September of that year, the store began selling off all but \$537,000 of the securities, taking a \$1.8-million loss. The loss represents about one-tenth of the store's total assets.

As part of its investigation, the Attorney General's office will examine whether the store complied with state laws that permit non-profit organizations to invest funds in the stock market but say that they should "avoid speculation."

—LIZ McMILLEN

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aging: \$350,000 to U. of California at Los
Angeles.

ARTHUR VINING DAVIS FOUNDATIONS
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Facilities, For the new library: \$100,000 to
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First Union Bank Tower
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Florida Institute for Art Education to de-
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tivities: \$155,000 to Florida State U.

For a statewide educational program:
visual arts: \$100,000 to U. of Florida

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gram: \$280,000 to Georgetown U.

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new science center: \$250,000 to Col-
lege of Saint Benedict.

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members of the clergy: \$150,000 to New

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Support, For support of program: \$6,

900 challenge grant to Gettysburg Col-

lege.

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Case Western Reserve University, For
program in entrepreneurial manage-
\$400,000 from Joseph Callahan.

College of Mount Saint Vincent, For ex-
port of programs: \$450,000 from the
late of Marion V. DeGuerin Bla-

College of William and Mary, For ed-
ucation in the school of business admin-
istration: \$100,000 from Andrew Cott-

ing.

Davidson College, For a profes-
sional mathematics and the physical sciences:
\$1-million from Textron Inc.

For a professorship: \$1-million from E.
Lavin Mudrey, Jr., and Nancy Maday.

DePaul University, For support of ge-
ography, computer equipment valued at

\$355,700 from the Computer Sys-
tem Division of Harris Corporation.

Eastern Virginia Medical School, For a
fellowship in surgery: \$600,000 from the
estate of Edward J. Brickhouse.

Iowa State University, For the col-
lege of engineering: computer equipment val-

ued at \$3-million from David McCash-

and Silicon Graphics Inc.

For a fellowship in civil engineer-
ing and for scholarships: \$750,000 from W.

de Gruyter Wener.

For the computer-science depart-
ment and the department of electrical and
power engineering: \$525,000 from He-

lett-Packard Company.

John Carroll University, For biology and
chemistry programs: scientific equip-
ment valued at \$300,000 from Van Vechten

Roepke Inc.

Loyola University (La.), For support of
arts, \$500,000 from Ross and Clark

Keller, Jr.

Paul Smith's College of Arts and Sciences

For hospitality-education program:

\$175,000 from Marriott Education Ser-

vices Inc.

Pennsylvania State University, For fel-
lowships in the college of business admin-

istration: \$100,000 from Jeffry N. and
Barbara Picower.

Rocky Mountain College, For mer-
chandise for incoming students from Ed-
ison High School: \$500,000 from Ed-
ison A. Spillett.

University of California at Davis, For re-
wards of student assistance: Stipends

from the estate of Hazel Wilkerson.

For fellowships in the College of Agri-
cultural and Environmental Sciences and
research in the Division of Biological Sci-
ences: \$1.47 million from the estate of

John Steinbrenner.

For fellowships and other programs
in the biological sciences: \$100,000 from

Marietta Hollender.

University of Idaho, For scholarships and
support of other programs: \$1-million

from the estates of Jack and Freda

Morgan.

University of Kansas, For athletic schol-
arships: \$100,000 from Ed and Betty O'
Brien.

For scholarships in microbiology:

\$195,000 from Howard J. and Betty

Koonse.

For scholarships for undergraduate

denials: \$300,000 from Richard R. Sack-

University of Massachusetts at Amherst.

For the department of polymer sci-
ence and engineering: \$500,000 from the es-
tate of Wilmer D. Barrett.

University of North Carolina at Chapel Hill

For the school of dentistry: \$1-million

from E. B. and Linda Tarpley.

University of South Alabama, For the med-
ical school: \$600,000 from Alvin

Mitchell.

Weinger College, For support of program:

\$1-million from Donald and Evelyn

Hoover.

Business & Philanthropy

Students

Colleges Are Trying Ways to Enhance Academic Advising

Students and administrators say discussing goals can be fruitful

By SUSAN DODGE

Responding to complaints about the poor quality of academic advising, some colleges and universities are trying new ways to help students plot their academic careers.

By taking such steps, administrators hope not only to improve student recruitment and retention, but also to enhance the image of advising.

Many undergraduates, particularly at large institutions, say that most professors do not spend enough time helping them design their course schedules or cope with the demands of college life. In some cases, advisers simply sign a form after students have picked out their courses. In others, faculty members who are designated as advisers have little expertise in helping students make their way through a plethora of courses.

'Outdated Methodology'

"Many schools are locked into an outdated methodology of advising," says Katharine Antonmaria, associate dean of the College of Arts and Sciences at Valparaiso University and a member of the National Academic Advising Association. "Advisers just wait for the students to come in for appointments. The students say 'I want these courses,' and the adviser fills in the prescription blank. There is no effort to go beyond that."

Students and administrators say that advising can be crucial to an undergraduate's academic success because faculty members and professional advisers can provide the kinds of detailed information about courses and professors that are not found



Vivian Nix-Early of West Chester U.: "This moves advising away from scheduling. The student learns about him or herself as part of a partnership with a faculty member."

in course catalogues. When students are left to fend for themselves, administrators say, they sometimes put off taking important or required courses, making it difficult to meet graduation requirements within four years, much less fit in interesting electives or a semester abroad. Advisers can help students avoid those pitfalls.

"Advisers can really improve students' satisfaction with their education by helping them to recognize their own skills and limitations and by guiding them toward good self-assessment in their personal and career goals," says Tom Grites, director of academic advising at Stockton State College.

At some institutions, faculty members serve as advisers, while at others advising is the job of professionally trained administrators. Some institutions use a combination of faculty members and professional advisers.

Institutions Offer Rewards

The changes institutions have made in academic advising involve increased contact between students and advisers. Rather than simply telling a student whether courses meet graduation requirements and signing a slip of paper, advisers take time to talk to students about their strengths and weaknesses, as well as their career goals.

Some institutions offer rewards to faculty members who spend time advising students.

"This moves advising away from scheduling," says Vivian Nix-Early, interim associate provost at West Chester University. "You see students throughout their careers and not just at times when they have to sign up for classes. The student learns about him or herself as part of a partner-

Continued on Following Page

BOB MANSON FOR THE CHRONICLE
Joe Shields, a junior at Syracuse U.: "Much of the quality academic advising
and the personal contacts seem to come early on, and then fizzle."

Colleges Try New Approaches to Academic Advising

Continued From Preceding Page

ship with a faculty member, instead of in a traditional doctor-patient model where they come in saying, "O.K., tell me what to do."

Talking About Their Lives

Some students say that talking to advisers about their lives has helped them juggle personal and academic problems. Vickie Jones, a junior at Columbia College in Chicago, says her advisers helped her during the past two years as she went through a divorce and a child-custody dispute and tried to cope with the death of her father.

Ms. Jones says: "They helped

me figure out when to stick it out, and when to take time off and make up classes later."

Following are some examples of recent efforts to improve academic advising:

■ Last fall, in response to students' demands, the University of Texas at Austin opened an Undergraduate Advising Center in the undergraduate library. Four full-time professional advisers and eight students working as part-time peer advisers make up the staff. The advisers work primarily with students who have not yet declared academic majors. Before the center was opened, students who had not decided on a major were as-

signed to advisers in various colleges at the university. But after the students declared a major, they had to change advisers. If they changed their major, they had to switch again. Students often complained of the lack of continuity and of the long lines for scheduled appointments.

■ Officials at the University of Alabama at Birmingham started an advising program in 1989 for freshmen and sophomores who are undecided about an academic major. A staff of three professional advisers monitors students' academic progress through computerized tracking system that lets advisers send students regular letters about

counseling appointments and academic progress.

■ At West Chester University, the Academic Advising Center has four full-time and five part-time faculty advisers who write letters to new students before they arrive on the campus. Once students are enrolled, faculty members send them birthday and holiday cards and letters congratulating them on academic achievements. If a student misses a scheduled appointment with an adviser, the adviser posts a "wanted" poster near dormitory cafeterias that includes the student's picture. The cost is \$250 a day.

■ Students at the Ohio State University who do not have the grade-point average needed to major in their field of choice can participate in the institution's alterna-

tive advising program. Students who are turned away from the School of Business, for example, can receive counseling from advisers in the alternative program or other majors they might consider that use business skills but are offered through other departments.

In addition to efforts by institutions, the National Academic Advising Association sponsors a program that provides consultants who can do a complete review of an institution's advising program or simply visit for a day to give advisers tips on how to reach out to students. The cost is \$250 a day.

■ Ms. Antonmaria, the Valparaiso University dean who is also chair of the consultants' program, says students look for three things in academic advising: accurate information, ease in meeting with an adviser, and a personal relationship with the adviser.

To show that they believe advising is important, colleges should tell faculty members, as part of their contracts, that advising is necessary for promotion and tenure, says Ms. Antonmaria. Most institutions don't do that, she adds.

Deciding on a Career

Students say they look for more contact with advisers during their junior and senior years, when they typically are choosing from a wide array of courses and trying to decide on a career. But undergraduates say that their contact with advisers often dwindles after that year or two.

"Advisers seem to have a limited interest in affecting students' lives when they first arrive, but afterwards, much of the glitz and glory is gone," says Joe Shields, advisor at Syracuse University and president of the Student Government Association. "Much of the quality academic advising and its personal contacts seem to come early on, and then fizzle."

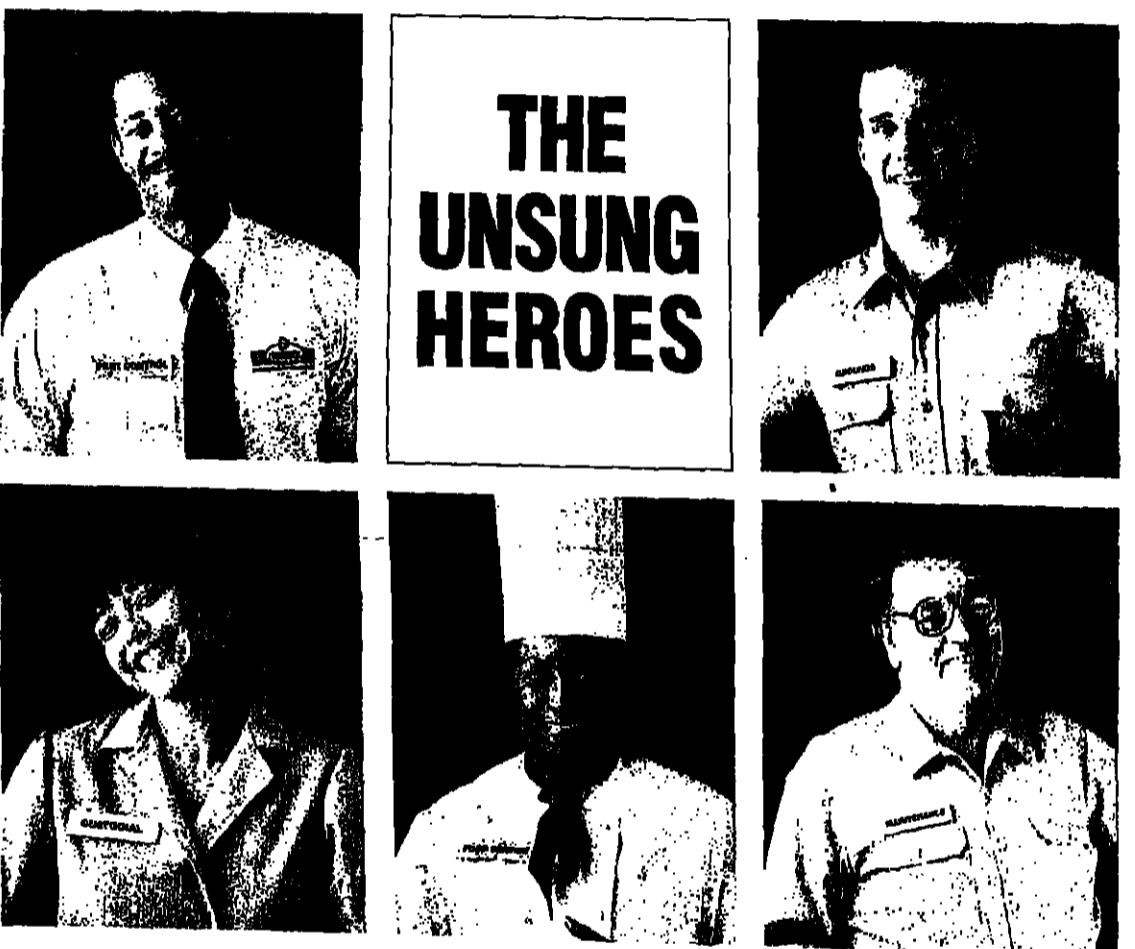
Many advisers agree that they need to continue to track the progress of upperclassmen and to work harder to give special attention to returning adult students and students from minority groups.

Indeed, many institutions have formed programs to provide academic advice to those groups. At Eastern Michigan University, for example, a mentor program started in 1987 is geared toward proving the retention and performance of minority students.

The students meet three times a month with faculty mentors to talk about how they can improve their grades. They also listen to speakers and attend workshops on topics such as critical thinking and avoiding procrastination. About 78 percent of students in the program improved their grade-point average from the fall semester to the spring semester of 1991, university officials say.

Advisers say that when things go well, advising can have a striking impact on the path students choose to follow academically. Mr. Hopkins sought to put the NCAA's fledgling reform effort in historical perspective.

"When they come in they're often anxious, and down on themselves," says Virginia Gordon, director of the alternative advising program at the Ohio State University. "But after we show them some of the areas that fit their interests, they're like different people."



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Students

tive advising program. Students who are turned away from the School of Business, for example, can receive counseling from advisers in the alternative program or other majors they might consider that use business skills but are offered through other departments.

Athletics

NCAA Officials Try to Counter Charges of Sex Bias in Sports

College group's director insists it has begun acting on gender gap

April 15, 1992 • THE CHRONICLE OF HIGHER EDUCATION • A13

SEEKING A STRONGER VOICE

College Basketball Coaches Push to Regain Control Over the Sport

By DEBRA E. BLUM

MINNEAPOLIS

As advocates for women and several members of a House panel decried the inequitable treatment of female athletes and coaches, National Collegiate Athletic Association officials insisted at a hearing last week that they have begun to address the problem.

At its annual meeting this month,

meanwhile, the delegates' assembly of the National Junior College

Athletic Association deferred action on a set of proposals designed to cut season lengths and scholarships.

The proposals, which were

developed by a special committee of three presidents, had the backing of many presidents and of the NCAA's top officials. But the group's regional decision-making structure is dominated by athletics directors and coaches, and their opposition at the annual assembly persuaded the presidents to table the proposals.

"We knew when it came to the floor that we would not be able to get the votes for the total package," said Mark Hopkins, president of Anderson College.

Mr. Hopkins, the chairman of the presidents' panel, said the NCAA absolutely must cut time demands on athletes and reduce costs. While the NCAA limits the season lengths in all of its sports to 22 weeks, he said, many NCAA sports have 26- or 30-week seasons.

And while the NCAA has voted to cut basketball scholarships to 13 from 15, and baseball scholarships to 11.7 from 13, the NCAA permits its colleges to offer 24 scholarships in basketball and 36 in baseball.

"We have students who are more

academically at risk than the NCAA

schools have, because of the basic nature of our institutions," Mr. Hopkins said. "If the NCAA is moving to protect their athletes academically, we should do as much or more."

While some presidents

expressed disappointment at the

deferral of the reform

proposals, they also seemed

confident of progress in the

future.

"I don't think presidents want to

take over any organization," said John J. Swalec, Jr., president of Waubonsee Community College.

"There's been a strong effort by

presidents to influence athletic

programs to be more sensitive to

the academic needs of students, and

that's the direction we're going in."

Mr. Hopkins sought to put the

NCAA's fledgling reform effort in

historical perspective.

"It has taken the NCAA eight or

nine years to get its reform

movement in gear," Mr. Hopkins said, dating that movement to the

1984 creation of the NCAA's

presidents' commission. "We're

right at a year in our process."

the cuts because they said the presidents' commission of the NCAA—the driving force behind the cutbacks—had never solicited their opinions or heeded their advice.

A particularly pressing matter for

many assistant and part-time coaches is the rules change, scheduled to take effect August 1, that limits the annual salary of one assistant coach on each Division I basketball staff to no more than \$16,000. Although the so-called "restricted-earnings coach" would be considered a part-time employee, many

coaches say it's a full-time job during the season and often through the summer.

As many as 500 assistant and part-time coaches gathered for a special session of the NABC convention. They voted unanimously to support action that may lead to a lawsuit against the NCAA, challenging the limited-income rule. That challenge, a federal class-action suit, might include claims of antitrust violations, interference with contractual rights of employment, and possibly race or age discrimination.

"We want to position ourselves better so we can be heard better," said Jim Harrick, the men's basketball coach at the University of California at Los Angeles and a member of the NABC. "We want to be a real part of the decisions that affect us, our students, and our schools."

Anger Over Salary Rule

Many of the coaches' complaints focus on the NCAA's 1991 cutbacks in scholarships, season lengths, and the size of coaching staffs. Some basketball coaches were particularly angered by

Continued on Page A45

Michigan State Names New Athletics Director, but Controversy Lingers

By DOUGLAS LEDERMAN
Merrily Dean Baker, Michigan State University's new athletics director, is known as a consensus-builder who can unite disparate elements.

Given the recent feuding in Michigan State's sports program, and the fractious search that resulted in her selection, Ms. Baker will need those fence-mending skills when she starts her new job next month.

If her appointment this month had been announced at most colleges, headlines would have emphasized the fact that Ms. Baker will be only the second woman to run a sports program with a big-time football team. Barbara Hedges, the athletics director at the University of Washington, is the other female director in Division I-A.

But at Michigan State, which since 1990 has been torn apart by the struggle over control of the sports program, Ms. Baker's selection was met by charges of racism and

Continued on Page A45



DAYMON J. HARTLEY, THE DETROIT FREE PRESS

NCAA Tells Critics It Is Responding to Complaints About a Gender Gap

Continued From Preceding Page

have similar outrage with respect to sports."

Richard D. Schultz, who's been the NCAA's executive director for just five years, found himself in the tricky position of having to answer accusations that the association has virtually ignored Title IX since the law was established in 1972.

Most of the NCAA's critics at the hearing applauded Mr. Schultz for taking the issue seriously during his own tenure, and the director sought to capitalize on that good will by stressing the steps now under way within the association to promote gender equity.

Mr. Schultz provided a partial list of the members of a new special panel designed to consider ways in which NCAA institutions can better meet both the legal and "moral" standards of gender equity. The list—which included such vocal women's advocates as Donna Lopiano, executive director of the Women's Sports Foundation, and Ellen Vargas, senior counsel of the National Women's Law Center—suggests how intent the NCAA is on promoting sex equity, he said.

He also said the NCAA's presidents' commission had decided this month to create its own special panel on gender equity. The presidents had not originally planned to address that subject until 1993 as part of a broader consideration of financial issues, but they have now determined that it must be dealt with sooner, Mr. Schultz said.

"I regard it as vital that the NCAA



Rep. Cardiss Collins: "How can you convince us that the NCAA is committed to resolving these problems?"



Richard D. Schultz, NCAA's head: "It is vital that the NCAA take a leadership role in the months and years ahead."

take a leadership role in the months and years ahead," he said.

The women's sports advocates welcomed the NCAA's recent overtures but called them long overdue.

'A Long Way to Go'

"The university community must take responsibility for the pervasive sex discrimination in its intercollegiate athletic programs, and it must exercise the leadership to eradicate that discrimination," said Ms. Vargas of the women's

law center. "It has a long way to go. The few tentative steps which have been taken are a start, but they are not nearly enough."

Ms. Vargas and other advocates said the colleges were only partly to blame. They also accused the Education Department's civil rights office of having failed to enforce Title IX since the late 1970's.

Given OCR's inaction, they said, it is hardly surprising that the colleges have done so little.

"When Title IX was enforced in

the 1970's, there was phenomenal growth in the opportunities for women in sport," said Christine H. B. Grant, director of women's athletics at the University of Iowa.

"When Title IX was not enforced in the 1980's, that progress came to a screeching halt."

OCR's top official, Michael L. Williams, complained that he had not been given a chance to testify at last week's hearing. In a letter to Ms. Collins, the Assistant Secretary for Civil Rights defended the

Suit Accuses Brown U. of Discriminating Against Its Female Athletes

By DEBRA E. BLUM

A sex-discrimination lawsuit against Brown University is the latest salvo in an increasingly intense battle by women's-rights advocates for equality in intercollegiate sports.

Robert A. Reichley, Brown's executive vice-president, said he could not comment on the lawsuit because he and other Brown officials had not yet seen it. He said, however, that Brown had provided equal opportunity for men and women in intercollegiate sports.

"We feel we are in compliance,"

he said, referring to federal sex-discrimination laws. "We feel our record is better than most schools in the country, and we are one of the leaders in offering sports opportunities to women."

Mr. Reichley added that Brown did not intend to be forced to make additions to its sports program that it could not afford.

The action against the university came a month after the threat of a similar suit prompted the University of New Hampshire to reinstate its women's tennis team and address other issues of equity in its sports program.

Response to Threatened Suits

New Hampshire was the third college since 1990 to respond to the threat of a lawsuit by reversing a decision to drop a women's team. In all three cases—the others were at the University of Oklahoma and the College of William and Mary—as well as at Brown, team members claimed the cuts violated Title IX of the Education Amendments of 1972, which requires institutions that receive federal aid to provide equitable treatment to men and women.

The group says that the federal government's interpretation of Title IX requires that the ratio of female to male athletes be substantially equivalent to the ratio of women to men who are students. ■

Drama and Hard Feelings

Michigan State officials hope that Ms. Baker's appointment will help bring an end to more than two years of skirmishing over the top athletics job. The university's trustees gave the position to Mr. Perles, the Spartan football coach, in January 1990, despite the strenuous objections of President John DiBiaggio. Mr. DiBiaggio believed the two jobs should remain separate and protested that the trustees, moving quickly to keep Mr. Perles from accepting a job in professional football, had ig-

nored the institution's hiring guidelines.

Mr. Perles served in the position on an interim basis from July 1990 until last December, when a reconstituted Board of Trustees voted to separate the two jobs. At that time, the board also declined to give Mr. DiBiaggio the full authority over athletics hiring that he had requested.

The search committee did not include Mr. Perles among its final eight choices, which angered him. He vowed to "reveal the facts" about his treatment when he interviewed the finalists.

Choice Called Racist

The six finalists, which the panel did not list in order of preference, included two black men, two white women, and two white men. One of the black men, Clarence Underwood, is an associate athletics director at Michigan State who had been favored by many members of

Vanderbilt's Women's Basketball Program Penalized for Major NCAA Violation

The women's basketball program at Vanderbilt University will forfeit one scholarship next year and provide 10 paid campus visits instead of the usual 15 this year because of a major violation of National Collegiate Athletic Association rules.

The NCAA's Committee on Infractions announced last week that it had accepted penalties that the university previously had imposed on itself.

The Vanderbilt case stemmed from what was originally a minor violation in March 1990, in which the former women's basketball coach, Phil Lee, gave an athlete a ride and a free ticket to a local high school basketball tournament. Mr. Lee also made contact with a potential recruit at that tournament, another minor violation.

Those breaches would have

been resolved with only a minor penalty, the infractions committee said, if Mr. Lee had not lied about them and persuaded the athlete to do the same.

Admission by the Coach

In March 1991 the athlete told Vanderbilt officials that she had misled the university's investigators and that Mr. Lee had encouraged her to do so.

Mr. Lee admitted that he had done so and quit as coach that month.

Besides the scholarship and recruiting limitations on Vanderbilt, the infractions committee ruled that Mr. Lee will have to appear before it if he seeks employment in an athletically related position at an NCAA member college within the next three years.

Members of the former women's teams contacted Trial Lawyers for Public Justice, a public-interest law firm in Washington that handled similar cases at New Hamp-

shire, Oklahoma, William and Mary, and Temple University.

According to the lawyers' group,

women make up 49 per cent of the undergraduates at Brown, but fewer than 39 per cent of the varsity athletes at the university are women.

Near the end of last week's hearing, she asked Mr. Schultz: "Can you convince us that the NCAA is com-

mitted to dealing with these problems?" ■

Said Mr. Schultz: "Things are moving forward. I'm hopeful that you will see progress." —DOUGLAS LEDERMAN

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Athletics

Coaches Vow to Regain Control Over Basketball

Continued From Page A43

one regular assistant coach and two graduate assistants. The basketball coaches offered no such proposal.

James M. Rosborough, an assistant coach at the University of Arizona who is leading the campaign to overturn the restricted-earnings rule for basketball coaches, said the NCAA convention fell right in the middle of the basketball season, and the coaches who might have lobbied for changes were unable to attend. He added that individual basketball coaches and the NABC traditionally have not had a strong voice within the NCAA.

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International

The American Physical Society's governing council has adopted a policy statement encouraging its members to cooperate with scientists in South Africa.

The society is the largest professional organization of physicists in the United States. "This is a time of rapid political change in South Africa," said the statement. "Financial and social stresses on education, particularly science education, and on fundamental research put the future training of African scientists in jeopardy. The isolation of South African teachers and university faculty from external colleagues makes it even more difficult to train and maintain a core of qualified scientists. Thus, while abhorring the past extreme violations of human rights by the government of South Africa, the American Physical Society encourages interactions and collaborations between individual scientists of the United States and South Africa."

The society said the purpose of the statement was "to increase collaboration with South African scientists, both black and white, and to encourage other societies and scientists to take similar action."

According to the society, the South African Institute of Physics sponsored many programs seeking interaction with physicists in other countries, but most met with little success because of a boycott by European and American physicists. "An academic boycott is a very different issue from the economic sanctions," said Robert Richardson, a Cornell University physics professor who helped draft the statement. "When majority rule takes place in South Africa, the minerals will still be in the ground and the economy can recover. Such is not the case for the educational enterprises. If the remaining talented scientists become so discouraged that they leave the country, they may not be replaced for several generations."

Heinrich Fink has stepped down as rector of Berlin's Humboldt University.

Although Berlin Senator Manfred Ehrhardt fired Mr. Fink as rector and as a professor of theology in November because he allegedly had spied on students and colleagues for the Stasi, the East German secret police, from 1969 until 1989, Mr. Fink had refused to acknowledge the dismissal.

He gave up his title as rector after a Berlin administrative court rejected his and the university's claim that he could continue as rector. Mr. Fink maintained that even though he was no longer a professor, he could still function as rector. Because he had been elected rector by the Academic Senate of the university, he argued that he could be fired only by that body.

Mr. Fink said he would continue to contest his firing and to fight to disprove the charges against him.



Demonstrators storm the State of Victoria's Parliament in Melbourne after a march to protest proposed changes in government financial-aid plans turned violent.

Soaring Demand Forces Australian Universities to Turn Away Thousands of Qualified Applicants

By GEOFFREY MASLEN

MELBOURNE

Soaring demand for higher education among young Australians has forced universities across the country to turn away thousands of qualified applicants.

The number of eligible students unable to enroll in a university in 1992 is expected to be twice the record 30,000 students who were turned away last year, and many education officials say the number could reach 65,000. After experiencing severe overcrowding in 1991, universities scaled back their enrollments for the current academic year, which began in late February.

The state-by-state totals on students who were turned away are staggering. In the two biggest states—New South Wales and Victoria—more students applying for

experienced overcrowding problems were given permission by the federal government to cut the number of students they enrolled for 1992 by up to 5 per cent of last year's totals. As a result, overcrowding on most campuses has been greatly eased, although students complain that facilities such as libraries continue to be stretched to their limits.

The pressures on students are starting to show. A violent confrontation with police in Melbourne last month showed how angry and frustrated students have come.

The National Union of Students

a university place were rejected this year than were accepted. Universities in those two states, which enroll about 60 per cent of the nation's total, were affected more severely by last year's crisis in overcrowding than those in other states. Only about 49,000 of the 95,000 students in New South Wales who applied to a university this year were admitted, down by almost 5,000 compared with 1991. In Victoria, universities cut overall acceptances by up to 20 per cent, and fewer than half the students who wanted to enroll were offered places.

Students also have been affected by the severe recession that continues to afflict

a university place were rejected this year than were accepted. Universities in those two states, which enroll about 60 per cent of the nation's total, were affected more severely by last year's crisis in overcrowding than those in other states. Only about 49,000 of the 95,000 students in New South Wales who applied to a university this year were admitted, down by almost 5,000 compared with 1991. In Victoria, universities cut overall acceptances by up to 20 per cent, and fewer than half the students who wanted to enroll were offered places.

Students also have been affected by the severe recession that continues to afflict

"An explosive situation could and should have been predicted. Instead, the government has adopted a 'Let them eat cake' approach."

tunities is one factor in the extraordinary increase in demand for higher education, more significant is the huge rise in the number of students completing high school. Over the past 10 years the proportion of students who start high school and complete the 12th grade has more than doubled and is now approaching 80 per cent.

Change in Public Attitudes

For years, Australian parents have been exhorted by the government to encourage their children to stay in school and to pursue a higher education. While those efforts have resulted in a profound change in public attitudes, they have not been accompanied by adequate increases in state and federal funds to expand the higher-education system to cope with the rising demand.

"An explosive situation could and should have been predicted," said a spokeswoman for the Union of Australian College Academics. "Instead, the government has adopted a 'Let them eat cake' approach by providing minimal expansion of the technical- and further-education system and suggesting students apply to such institutions instead of to a university."

The technical- and further-education system—the second arm of postsecondary education in Australia, known universally here by its initials, TAFE—is faced with even greater student demand than the universities. As many as 150,000 Australians who sought TAFE places this year probably will not get them.

"This is a deplorable outcome," the union spokeswoman said. "It will consign many young people to the scrap heap of unemployment."

The Australian government has promised to increase by 100,000 the number of TAFE places over the next 10 years, but faculty unions contend that will eventually put even greater pressure on higher-education institutions. As more students complete TAFE courses, more and more can be expected to seek to transfer to a university to continue their education.

Faculty unions and student organizations have met with Peter Baldwin, the Minister of Higher Education, to discuss those issues. They have called on the government to take several actions. Among them:

- Provide more money to higher education to improve the quality of programs and infrastructure, and to reduce faculty teaching loads in 1993.

- Allocate grants to universities that would meet the full cost of new student places and introduce more rigorous procedures to prevent institutions from enrolling more students than they can accommodate.

The faculty and student groups also want the government to clarify its plans and projections for enrollment growth in both TAFE and the universities.

Vice-Chancellors' Requests

The Australian Vice-chancellors' Committee also has urged the government to increase spending on universities to allow institutions to enroll more students. The committee called for more federal grants for campus building projects and said the government's proposed budget for higher

Continued on Following Page

COSTLY PLAN GETS MIXED REVIEWS

Italy Seeks to Expand and Improve Academic Research, but Critics Question Capability of Public Universities

By JANE MONAHAN

ROME

Anxious to strengthen its national research capability and improve its economic competitiveness, Italy is spending some \$50-million over a two-year period to create 2,000 new jobs for researchers at the country's public universities.

While the plan is generally seen as a step in the right direction, it gets mixed reviews from observers in higher education and industry. Some critics say

the creation of such jobs will not necessarily help the country improve its research capacity if all of the positions are at public universities, which are commonly criticized for their inefficiency. Many of Italy's newer, private institutions are attracting a growing share of corporate research and development grants as well as government contracts.

The structure of Italian higher education actually hinders the expansion of

research. Nearly all of the country's basic research and full-time researchers are concentrated in the public universities. Those institutions absorb the biggest share of state expenditures in research—about 40 per cent of the total—and conduct 20 per cent of all projects.

But Italy's public universities are widely viewed as being extremely wasteful. Only about 30 per cent of all students who enroll ever complete a degree. With such a poor record, critics say the public universities are not necessarily the best institutions to entrust with the future of the country's research enterprise.

Little Advanced Technology

Italy is still a nation that basically "transforms" existing technology and develops new applications for it while inventing little advanced technology of its own. Scholars who have studied the problem for the Ministry for Universi-

ties and Scientific and Technological Research say the world of basic academic research at the public universities is too removed from developments in the marketplace.

Many smaller, private universities are trying to change that, although not without controversy. They are taking on more and more corporate research assignments, and are educating students in response to specific needs in the economy of Italy and Europe.

In contrast to some of their state-sponsored counterparts, the private universities are considered highly efficient and productive. Their students are extremely motivated, and admission is by examination—the entrance requirement for public universities is a high-school diploma. The private institutions also charge tuition.

Annual fees are about \$6,000 per student—the highest in the country—at both Luigi Bocconi University of Commerce in Milan and the Free International University for the Advanced Study of the Social Sciences in Rome, which is known universally here as LUISS, for its initials in Italian.

The two institutions typify a new, pragmatic approach to higher education being taken by some private universities. They offer courses of study in a limited number of subjects, all of which are linked to the economy and the labor market—business administration, economics, and law among them.

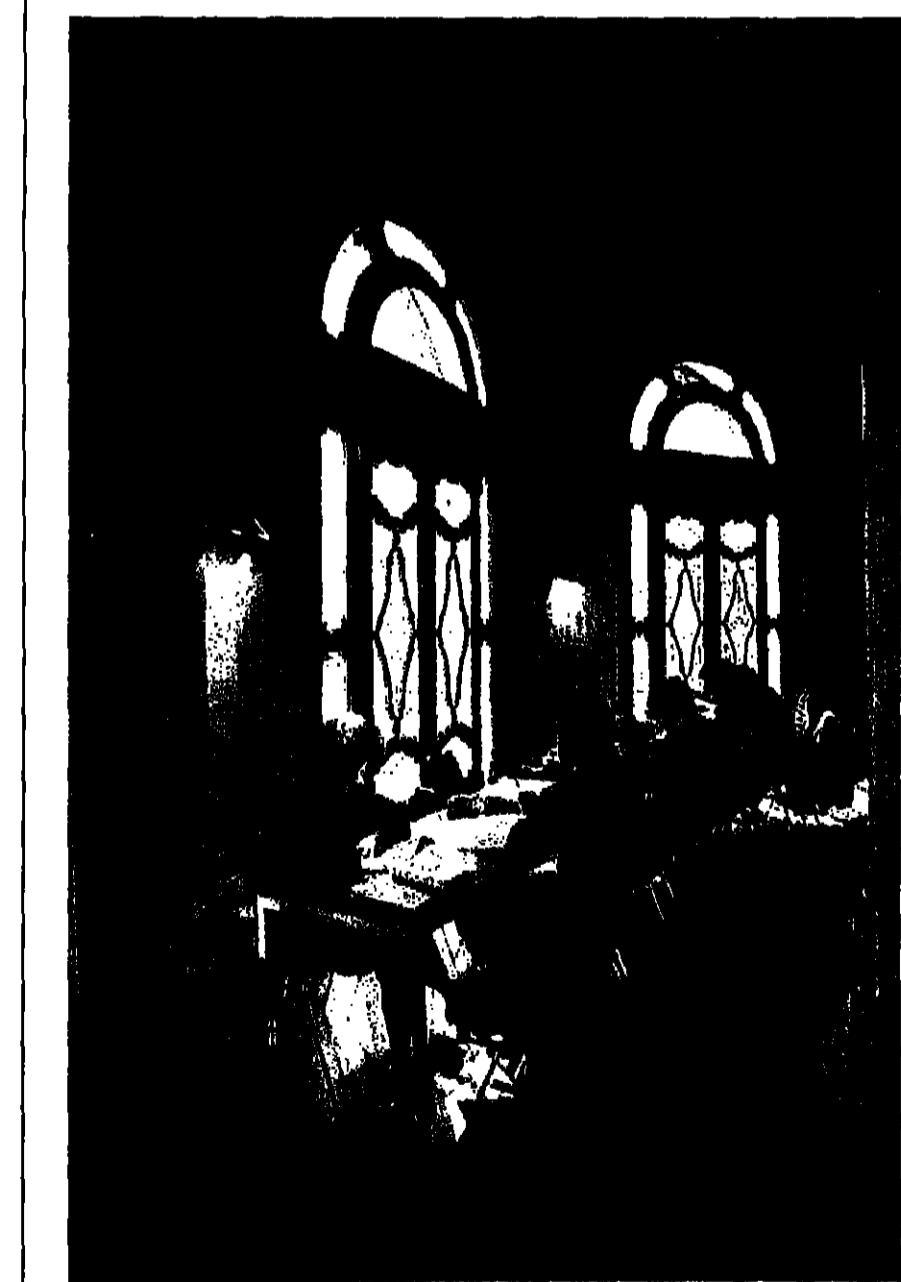
6-Month Projects

Of an enrollment of some 10,500 students at Bocconi, only 3 to 4 per cent drop out before completing their degree, officials say. The rate is about the same at the 3,000-student LUISS. "And the vast majority of students finish their degrees on time," says Maria Sticchi, who is the coordinator of international programs at LUISS.

Research at the private universities is almost exclusively applied work done under contract to government and industry. Ms. Sticchi says that no research project at LUISS takes more than about six months to complete. But, she quickly adds, that does not mean that such research is not of major importance.

Last year research teams at LUISS worked together on a study of the economic problems of Italy's transportation and utility monopolies, a project that was commissioned by Confindustria, the country's largest association of manufacturing companies. In addition, LUISS researchers conducted a study of all the enterprises owned and operated by the state, which was commissioned by the Ministry of Finance and later became part of an industrial-privatization proposal.

Such assignments demonstrate "the



MARCO RAVASI, REAICE STAR, FOR THE CHRONICLE
Students work at Rome's Free International University, a private institution that offers degrees only in fields that are tied to the economy.

Italy to Spend \$50-Million to Expand and Improve Academic Research

Continued From Preceding Page
professionals of the research work done at LUISS," Ms. Sticchi says.

Fabio Matarazzo, the official responsible for universities in the Ministry of Public Instruction, criticizes institutions like LUISS and Bocconi for not providing students with a broad-based, general education, and for performing only applied research. He says many higher-education officials view the private institutions as parasitic because most of their faculty members are hired on only a part-time basis, and many are drawn from—and often simultaneously work for—Italy's public universities.

More Competition Expected

The competition between the two sectors of higher education is expected to increase steadily. The benefits of the government's plan to increase research staffing, however, will go to the public universities.

Scholars at public universities have welcomed the spending plan, which was developed by the Ministry for Universities and Scientific and Technological Research. Faculty leaders say that in recent years many of those who earned their doctorates at Italian universities have been unable to find research or teaching jobs in their fields, and 2,000 new positions will help get such qualified candidates into the academic work force sooner.

But Mr. Matarazzo says the planned investment is not enough



MARCO PAPADIS, BLACK STAR, FOR THE CHRONICLE
Fabio Matarazzo of the Ministry of Public Instruction: "It is necessary to be much more selective."

MARCO PAPADIS, BLACK STAR, FOR THE CHRONICLE
Maria Sticchi of Rome's Free International U.: "The vast majority of students finish their degrees on time."

to close the gap that separates Italy from many other industrialized nations in research capacity. Italy currently employs 27 full-time researchers for every 10,000 inhabitants, which is below the average in almost all the other 23 member countries of the Organization for Economic Cooperation and Development. And Italy's spending on research amounts to only 1.4 percent of its gross national product, compared to an average of 2.5 percent in the other OECD countries. About 70 percent of what Italy

spends on research comes from the government and the rest from private business and industry.

In addition, he says, the impact of the new jobs is likely to be held in check for a time by a one-year freeze at 1991 levels on federal spending on research in order to help reduce the country's huge budget deficit.

The freeze comes at a bad time. In 1993 the European Community—which Italy is a member—will create a single economic market that is expected to increase

competition in industry, services, and technology.

In view of the limited resources for research this year, Mr. Matarazzo says the challenge is to concentrate on just a few areas.

A Political Issue

"It is necessary to be much more selective to insure that the resources are used efficiently," he says. However, he adds, making such choices is a political issue at the public universities, where faculty members can be expected to

contest any decision on which departments and disciplines will receive support.

The issue threatens to revive disagreements on the campuses that date to 1990, when the government proposed allowing the state institutions to obtain external, private financing for the first time. Typically, such financing was expected to come in the form of corporate grants for research.

"Professors of philosophy and literature stood to gain little from such financing," explains Mr. Matarazzo, while those in economics, law, mathematics, and science—subjects more closely related to the needs of Italian commerce and industry—supported the reform and stood to benefit from it.

A Government Guarantee

Since then the government has clarified its commitment to higher education and guaranteed that it will continue to bear financial responsibility for the public universities.

Any private financing a state university gets is regarded as something extra. The risk that a private company could influence the content of courses is now dismissed by both students and faculty members. However, some of the underlying faculty attitudes remain, says Mr. Matarazzo.

"Humanities professors believed the universities would be better off without such financing," he says, out of fear that it could lead to domination of their campuses by a corporate culture, or a scientific culture.

Many faculty members, he says, still hold such views.

THE revolving door is spinning fast at the University of Chicago, which last week named its third provost this year.

Edward O. Laumann, dean of the division of social sciences, was named provost after a quick search by **Hanna H. Gray**, the university's president. He replaces **Gerhard Casper**, who resigned in January and was named to the presidency of Stanford University last month.

When Mr. Casper resigned, Mrs. Gray appointed **Kenneth W. Dam** to take over as interim provost in September, when the former Chicago law-school professor plans to retire as vice-president for law and external relations at the International Business Machines Corporation.

Before he could start at Chicago, Mr. Dam was asked to put out a fire elsewhere: He is now interim president of the United Way.

Mr. Casper said he couldn't be Chicago's provost and Stanford's president-elect at the same time. Mr. Dam couldn't get away from the United Way.

Enter Mr. Laumann, a long-time professor of sociology at the university. Last fall the National Institute of Child Health and Human Development withheld previously approved funds for a survey of sexual practices Mr. Laumann was conducting. Recent amendments to federal bills have effectively tabled another survey of adult sexual practices that he was to be involved in administering.

Mr. Laumann's appointment is effective this week.

Gazette

APPOINTMENTS, RESIGNATIONS, DEATHS, AND COMING EVENTS

Vataida S. Walker
Temple University

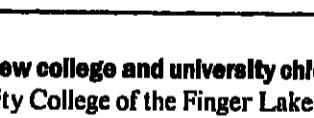
Robert B. Kaiser
Boston College



Andrei Serban
Columbia University



Robert H. Clapp
U. of Missouri at St. Louis



W. T. Greer, Jr.
Virginia Wesleyan College



Jacqueline Wohl
Greenville Technical College

New college and university chief executives: Champlain College, Roger H. Perry; Community College of the Finger Lakes, Daniel T. Hayes; University of California system, Jack W. Peltason; University of Houston at Victoria, Lesta Van Der Wert Turchen; University of Texas at Austin, William H. Cunningham; Virginia Wesleyan College, William T. Greer, Jr.

Appointments, Resignations

Levi C. Adams, associate provost and associate vice-president for biology and medicine at Brown U., to vice-president for governmental and community affairs.

Dirk E. Bem, vice-president for graduate studies at George Fox College, to vice-president for academic affairs, effective January 1, 1994.

Patricia A. Book, dean of the school of career and continuing education at U. of Alaska at Fairbanks, to associate vice-president for program development in the continuing-education division at Pennsylvania State U.

Donald J. Collings, acting provost at Kutztown U., to provost and vice-president for academic affairs.

William H. Cunningham, president of U. of Texas at Austin, to chancellor of U. of Texas System.

Larry M. Miller, executive director of development for the health-sciences center at West Virginia U., to vice-chairman for development of Louisville Presbyterian Theological Seminary.

Almeda J. Jacobs, associate vice-president for student affairs at Clemson U., to vice-president.

Robert H. Kaiser, former professor and chairman of journalism at U. of Nevada at Reno, to director of public affairs at Boston College.

Robert C. Kirby, interim provost at Texas A&M U., to provost and vice-president for academic affairs.

Mary-Beth Knag-Jepsen, chair of chemistry at Pace U., to dean of the college of science at Rochester Institute of Technology.

Robert H. Clapp, acting director of the office of instructional services at Dartmouth College, to director of instructional services at U. of Missouri at St. Louis.

Anthony T. DeGennaro, executive director of Community Council Services at Hofstra U., to associate vice-chancellor for development at U. of North Carolina at Chapel Hill.

Daniel T. Hayes, executive vice-president for educational services at South Suburban College, to president of Community College of the Finger Lakes, effective July 15.

Howard Mossberg, director of the center for humanities at U. of Kansas, to vice-chairman for research, graduate studies, and public service, effective July 1, 1994.

Paul Fulton, president and director of Sara Lee Corporation (Chicago), to dean of the business school at U. of North Carolina at Chapel Hill, effective January 1, 1994.

David Gibson, acting dean of the school of health-related professions at U. of Medicine and Dentistry of New Jersey, to dean.

R. Barbara Gonenstein, associate provost of State U. of New York College at Oswego, to provost and professor of English at Drake U.

William T. Greer, Jr., president of Brevard College, to president of Virginia Wesleyan College.

Anthony T. DeGennaro, executive director of Community Council Services at Hofstra U., to associate vice-chancellor for development at U. of North Carolina at Chapel Hill.

Continued on Page A51

Australian Universities Forced to Turn Away Thousands

Continued From Preceding Page
education for the next three years was not adequate.

For the federal government, the problem of keeping up with student demand seems intractable. Under the administrations led by the Labor Party, higher-education enrollments increased by nearly 60 percent in the 10 years ending in 1991. Total student numbers rose by more than 10 percent last year, the largest percentage increase since the federal Education Department began collecting comparable statistics in 1974. That followed a 10-percent increase in 1990.

This year, some 550,000 stu-

dents are expected to be on the campuses, yet demand continues to outstrip supply. The government has committed a total of \$10-billion (U.S.) to support the system over the next three years and has promised to provide more new student places. In the short term, however, that will not be enough.

New Sources of Revenue

Universities are being pressed to develop more of their own sources of revenue, which they have been doing with varying degrees of success. A few universities are now raising as much as 30 percent of their operating funds, especially

from courses marketed to foreign students. But other universities are generating only about 10 percent of their budgets on their own.

Students from African, Arab, and Asian countries are said to be leaving Hungary in growing numbers, many of them transferring to "safer" universities in Czechoslovakia, Romania, and Russia. Some are enrolling at Egyptian universities. Others are simply dropping out and going away.

That, however, may be wishful thinking. Despite demographic changes and economic downturns in the 1980's, demand for university places has increased every year for the past 10 years.

500 Sudanese Students
Authorities in Sudan and Yemen are reportedly considering recalling all of their students from Hungary if the attacks continue. While not confirming that report, a

spokesman for the Yemeni Embassy called the problem "very serious." A Sudanese diplomat said his government might consider such a move, but at least partly because after June 30, the Sudanese currency will no longer be convertible in Hungary. Sudanese refugees are angry about the influx of economic refugees from the Balkans and third-world countries. The police say that Hungary is home to an estimated 2,500 skinheads, although only a fraction of them are said to be organized.

They Feel Very Alone

"How can you live if at any time—even in daytime—you can be attacked?" asked Mr. III. "If

they don't see the friendship of the society, and if the police don't help them, then they feel very alone and want to leave the country."

As elsewhere in post-Communist

Eastern Europe, Hungary has seen the emergence of extreme right-wing fringe groups. The majority of the skinheads are young people disillusioned by rapidly rising unemployment and falling living standards as the country makes the painful transition to a market economy. They are also angry about the influx of economic refugees from the Balkans and third-world countries. The police say that Hungary is home to an estimated 2,500 skinheads, although only a fraction of them are said to be organized.

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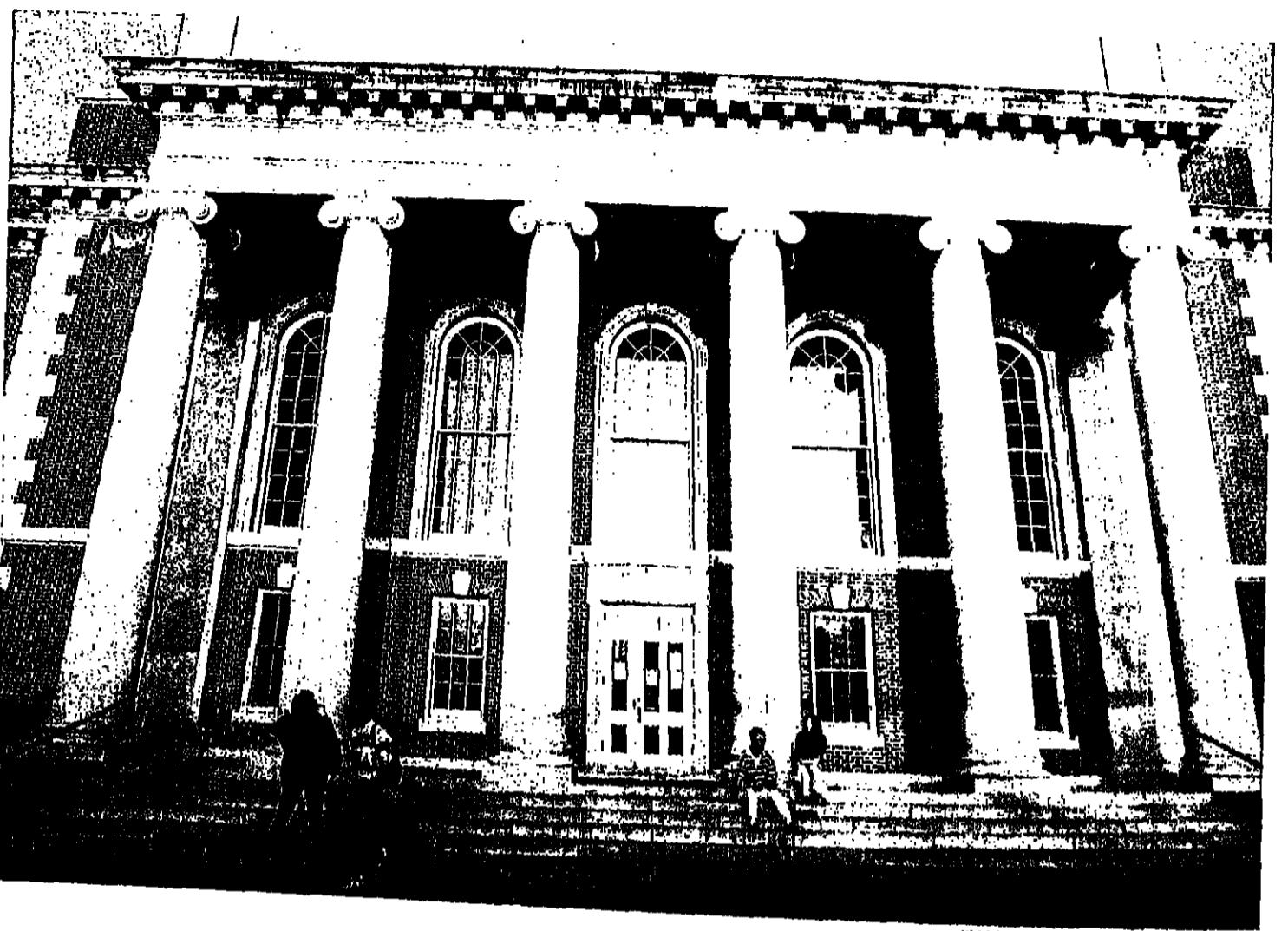
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Gazette

Gazette

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Edward O. Laumann, dean of the social-sciences division at U. of Chicago, to professor.
Neil Lomax, vice-president for student affairs at Clemson U., to vice-president for administration and secretary to the board of trustees.
Elihu MacLean, associate vice-president for student services at California State U. at Long Beach, to executive assistant to the president.
Mark C. Magaña, associate director of admissions at U. of Bridgeport, to director of admissions at Swiss Hospitality Institute, Calif.
Henry Greenbaum, 85, former clinical professor of psychiatry at New York U., March 21 in Bronx.
Lorraine B. Jacobs, 88, professor emeritus of education at Teachers College of Columbia District, to professor and director of the Center for Community College Education at George Mason U.
Lou Nash, vice-president for academic affairs at George Fox College, has announced his resignation, effective July 1. He will remain on the faculty as professor of history.
Nancy H. Omaha Boy, vice-president for academic affairs at Kent State University's college Center at Rutgers U., at Camden.
Helen Y. Ouellette, former assistant dean for budget and operations in the school of government at Harvard U., to vice-president for administration and finance at New England Conservatory.
Jack W. Peltason, chancellor of U. of California at Irvine and former president of American Council on Education, to president of U. of California system.
Roger H. Paris, vice-president for academic affairs and provost at Chapman College, to president.
Robert Pashay, former vice-president for academic affairs at Saint Michael's College, to president of the Boston campus of Shaws Women's U. and Shaws Women's Junior College (Japan).
Sally Randel, deputy director of medical development at Stanford U., to vice-president for institutional advancement at Mills College.
Virginia S. Red, dean of the arts and director of the Davis Center at City College of City U. of New York, to provost of the Arts.
Barbara A. Scott-Martin, director of the Performing Arts Center at State U. of New York College at Buffalo, to assistant vice-president for institutional advancement and executive director of alumni affairs. (This corrects an item that appeared in the March 19 issue of *The Chronicle*.)
Joseph J. Seneca, professor of economics at Rutgers U., to university vice-president for academic affairs.
André Soban, director, to professor of theater arts and director of the center for theater studies at Columbia U., effective in September.
Carol Stieber, staff attorney at Washington D.C. Public Defender Service, to assistant professor of law at Harvard U., effective July 1.
Lloyd Svendsen, president of Augustana College (S.D.), has announced his retirement, effective June 30.
Sandra Lawson Taylor, vice-president for student affairs at Western Washington U., to vice-president for student affairs at U. of Arizona, effective August 1.
Linda Van Der Werf Turck, vice-president for academic affairs at Dakota Wesleyan U., to president of U. of Houston at Victoria, effective July 1.
Valerie S. Walker, acting vice-president for student affairs at Temple U., to vice-president.
Mary Wiener-Hanks, associate professor of history at U. of Wisconsin at Milwaukee, also to director of the Center for Women's Studies.
Jacqueline Wohr, faculty member in the nursing program at Greenville Technical College, to dean of nursing.
Gwen G. Wubben, professor of chemistry at Grinnell College, to dean of the college and provost at Washington College (Md.).

Coming Events

A symbol (*) marks items that have not appeared in previous issues of *The Chronicle*.

APRIL

19-24: Admissions and records. Annual meeting, American Association of Collegiate Registrars and Admissions Officers, Loew's Anatole Hotel, Dallas. Contact: Stephen Twenge, (214) 659-7225.

20-21: Anthropology, Science, Technology, Values, conference, Society for Indian Philosophy and Religion, Elon College, Elon College, N.C. Contact: Chandan Chakrabarti, Campus Box 2236, Elon College, N.C. 27244.

20-23: Computers. International conference on computer languages, Association for Computing Machinery and other sponsors, San Francisco. Contact: Mario R. Barbacci, (412) 268-7704.

21: Philosophy. "Marxism and the Natural Sciences," symposium, Boston College, Boston. Contact: Robert S. Cohen, Center for Philosophy and History of Science, Boston University, Boston 02215.

22: Technology. "Educational Technology and Interactive Strategies," videoconference, George Washington University. Contact: Braden Kuhiman, (800) 476-5001.

22-24: Research administration. "Fundamentals of Sponsored-Project Administration," training program, National Council of University Research Administrators, Washington. Contact: NCURA, (202) 466-3800.

22: Management. "Managing a Small Alumni Office," workshop, Council for Advancement and Support of Education, Hyatt Regency Hotel, Savannah, Ga. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-24: Community service. "Experiencing the Power: National Service Learning Conference," National Youth Leadership Council and Project Service Leadership, Everett Pacific Hotel, Everett, Wash. Contact: (206) 232-1977, or (612) 631-3670.

23-24: Environment. "When the Landfill Becomes a Landfill," international conference, California State Polytechnic University, Pomona, Cal. Contact: LandLab Conference, California State Polytechnic University, 3801 West Temple Avenue, Pomona, Cal. 91768; (714) 869-4449, fax (714) 869-2292.

23-24: Higher education. "Deans' seminar, Council of Colleges of Arts and Sciences," Doubleday Hotel, Albuquerque, N.M. Contact: Margaret J. Hopkins, Executive Director, CCAS, Ohio State University, 186 University Hall, 230 North Oval Mall, Columbus, Ohio 43210-1319; (614) 292-1882.

23-24: Institutional advancement. "Strategies for Effective Community Relations," workshop, Council for Advance-

ment and Support of Education, Wyndham Harbour Island, Tampa, Fla. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

23-25: Learning. "Year of the Renaissance: The Resurgence of Learning," conference, Cameron University, Lawton, Okla. Contact: Jack Bowman, Year of the Renaissance, Cameron University, 2000 N.W. 18th Street, Lawton, Okla. 73505-6377; (405) 581-2445.

23-26: Legal studies. "Beyond Our Borders: Global Themes in Legal Studies," annual invitational conference, American Bar Association's Commission on College and University Nonprofessional Legal Studies, Rye Town Hilton Hotel, Rye, N.Y. Contact: John Paul Ryan, ABA Commission on College and University Nonprofessional Legal Studies, 541 North Dearborn Street, Suite 1400, Chicago 60610-1314.

23-26: Marketing. "Marketing: Practical Team Building and Strategic Planning Institute," Lenox-Rhine College, Orlando, Fla. Contact: Jackie Brown, (704) 328-1353 or (704) 327-2957, or (800) 869-1794.

23-26: Students. Annual conference, National Organization of Student Assistance Programs and Partners, Cityfront Center Sheraton Hotel, Chicago. Contact: NSAPP, Suite 106, 4741 Walnut Street, Philadelphia, Pa. 19103; (800) 972-0336.

23-26: Teaching. "Visual Culture: Film, Photography, History," international conference, University of Wisconsin, Milwaukee. Contact: Kathleen Woodward, Director, Center for Twentieth Century Studies, University of Wisconsin, 1145, Box 413, Milwaukee 53201; (414) 229-4141, fax (414) 229-5964.

23-26: William Inge. "The Psychological and Social Issues in the Plays and Films of William Inge and His Contemporaries," annual William Inge Festival and Conference, Independence Community College, and other schools and independence, Kan. Contact: Jill Watson, Artistic Director, William Inge Festival XI, Independence Community College, P.O. Box 708, Independence, Kan. 67301-0708.

24: Alumni. "CASE Study of a Gold Medal Alumni Relations Program," workshop, Council for Advancement and Support of Education, University of Iowa, Iowa City. Contact: CASE, 11 Dupont Circle, Washington 20036; (202) 328-5900.

24: Freshman-year experience. "Freshman-Experience Research Seminar," University of South Carolina and other schools, Detroit. Contact: Freshman-Year Experience Conferences, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

24-25: American studies. "Multiculturalism and the Americas," annual spring conference, New England American Studies Association, Boston. Contact: Lois Rudnick, American Studies Program, University of Massachusetts, Amherst, Mass. 01003.

24-25: Computer. "Bye-Sized Solutions for the 90's," seminar, National Association of College and University Food Services, Fort Collins, Colo. Contact: NACUS, 1405 South Harrison Road, Manly Miles Building, Michigan State University, East Lansing, Mich. 48824.

24-26: International. "Old Worlds in the New World," interdisciplinary conference on the encounter of Africa and Europe in the Americas, Hellenic Institute for Cultural and Scientific Research and University of the District of Columbia, Washington. Contact: Marc A. Christophe, Department of Foreign Languages, University of the District of Columbia, Room MB4104, 4200 Connecticut Avenue, N.W., Washington 20008.

24-26: International. "Africa, Color, Nationality: the African American Search for Identity," conference, Temple University, Center for African American History and Culture, Wellesley Hall, 13th and Cecil B. Moore Avenue, Philadelphia 19122; (215) 787-4851.

24-26: Philosophy. "Simple Yet Complex: The Concept of a Person," meeting, American Well Society, Mount St. Mary's College, Collegeville, Contact: Eric O. Sommers, Department of Philosophy, Illinois College, Jacksonville, Ill. 62250.

24-26: Political science. Annual meeting, New York State Political Science Association, Buffalo, N.Y. Contact: Nancy E. McClellan, Department of Political Science, Niagara University, Niagara University, N.Y. 14149; (716) 285-1212, ext. 322 or Robert Helmerich, Division of Social Science, Alfred University, Box 343, Alfred, N.Y. 14802; (607) 871-2870.

24-26: Victorian studies. Annual meeting, Midwest Victorian Studies Association, South Bend, Ind. Contact: Michael Clarke, Department of English, Loyola University of Chicago, 6525 North Sheridan Road, Chicago 60626.

24-26: Philosophy. Central division meeting, American Philosophical Association, Louisville, Ky. Contact: Hugh McCann, Philosophy Department, Texas A&M University, College Station, Tex. 77843.

25: Freshman-year experience. "Freshman-Seminar Institute," training workshop, University of South Carolina, Columbia, S.C. 29208; (803) 777-6029.

24-26: Children and legal issues. "The Law and Children's Mental Health," institute,

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Nova University and Cleveland Clinic Foundation, Fort Lauderdale, Fla. Contact: (800) 341-6682, ext. 7572 or 7559, (305) 475-2522, or (305) 760-5798.

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Continued on Following Page

WORKSHOPS, CALLS FOR PAPERS

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\$195 discount for pre-registration (by June 1); \$95 discount for early registration (2-weeks prior to session of choice); multi-party discounts available. (Normal fee: \$1095 excluding lodging)

To receive your brochure/application, contact Dr. F.A. Hilenski, Dean's Office, College of Humanities and Social Sciences, University of South Carolina, Columbia, SC 29208, (803) 777-7042

Coming Events*Continued from Previous Page*

26-27: History. Semi-annual conference, New England Historical Association, Assumption College, Worcester, Mass. Contact: Peter C. Holloman, NEHA, Pine Minor College, Chestnut Hill, Mass. 02167; (617) 731-7066.

26-28: Assessment. "Quality in Prior Learning Assessment Programs," workshop, Council for Adult and Experiential Learning, Chicago. Contact: Diane Bamford-Ries, Suite 510, 223 West Jackson Boulevard, Chicago 60606; (312) 702-7503, fax (312) 702-6814.

28-30: Technology. International conference on technology education, University of Missouri and other sponsors, Weimar, Germany. Contact: Michael Dyrenfurth, Washington 20036; (202) 961-2520.

25-26: Critical Thinking. "Critical-Thinking Teaching Strategies," regional institute, Foundation for Critical Thinking, Pittsburgh. Contact: Center for Critical Thinking, Sonoma State University, Rohnert Park, Calif. 94923; (707) 664-2940.

25-27: Teaching. "Teaching Without Social Difference: Workshops on Alternative Instructional Practices," University of Chicago, Chicago. Contact: Pearl Gonzales, University of Chicago, 5835 South Kimball Avenue, Chicago 60637; (312) 702-7503, fax (312) 702-6814.

28-30: Technology. International conference on technology education, University of Missouri and other sponsors, Weimar, Germany. Contact: Michael Dyrenfurth, Washington 20036; (202) 961-2520.

CONFERENCES**PENNSTATE****How Colleges Can Obtain National (and Regional) Publicity**

June 18-19, 1992

A pre-conference workshop on June 17 will focus on "Everything You Want to Know About College Guides." Speakers include Edward Flack, "The Flack Guide to Colleges"; Jersey Gilbert, "Money Guide: America's Best College Buys;" and Robert Morse, U.S. News & World Report's "America's Best Colleges."

Speakers for the June 18-19 conference include:

Gail Evans, Vice President
Booking and Research
Cable News Network
Paul Desruisseaux
Associate Managing Editor
The Chronicle of Higher Education
Joseph Boyce, Senior Editor
The Wall Street Journal
Norm Goldstein, Director
AP Newswires
Special Projects

Ruth Winter
Freelance Writer
Gregory Johnson, Producer
"America in the Morning"
Mutual Broadcasting
Nancy Well, Producer
"The Deborah Norville Program"
ABC Radio
Frank Doblesky, President
Doblesky Associates

For additional information:
Annette Cremer
Continuing Education
Penn State Harrisburg
1010 North Seventh Street
Harrisburg, PA 17102
(717) 772-3590
(800) 346-0319
Arthur Cleve
20 West Mt. Alvy Road
Dillsburg, PA 17019
(717) 766-6163

An equal opportunity university UED-HCE 88-185
A continuing education service of Penn State's Division of Humanities, in cooperation with Arthur Cleve & Associates.

HOLLINS

and
The Center for the Development of Pluralistic Leadership
Presents
SUMMER INSTITUTE ON CAMPUS DIVERSITY

at
Hollins College • Roanoke, Virginia
June 24-28, 1992

Join your colleagues on the beautiful Hollins College campus near the Blue Ridge Mountains for a four-day institute focused on issues related to racial, ethnic, and cultural diversity on American campuses. Learn program strategies. Gain cross-cultural awareness. Experience cultural diversity. Topics will include:

- Race and Ethnic Relations
- A Colloquium on Ethnicity
- Legal Issues and Campus Diversity
- Models for Student Leadership
- Admitting and Retaining Students of Color
- Counseling Students in a Diverse Environment
- Mobilizing Employees for Diversity
- Diversity in the Classroom
- Creating a Culturally Affirming Environment
- and more ...

Institute fee of \$125 covers registration, housing, meals, and all conference materials. Detailed program information and registration forms available in April.

For registration information: Rebekah Woodie
(703) 362-0301
For program information: Joyce Stuber
(404) 605-8840

NSF Institute in Psychology of Aging

Excellent opportunity for top-level training with nationally recognized experts in up-to-date theory, application, and research on different topics related to aging. Specially designed for faculty in 2- and 4-year colleges, the institute aims to strengthen participants' disciplinary expertise and to enhance their skills in presenting up-to-date material in aging to their students. The institute will be held in Duluth July 6-17, 1992 with on-call consultation available during 1992-93. In addition, participants will attend a one-week follow-up institute in summer 1993. While NSF provides food, lodging, and a stipend, transportation is the responsibility of the participants' home institution. Limited enrollment. For application materials please write to:

Chandra M. Mehrotra, Ph.D.
Director, NSF Institute
College of St. Scholastica
Duluth, MN 55811

26-28: Fundraising. "Tax Planning for the Non-Technician," seminar, Institute for Charitable Giving, Dearborn Inn, Dearborn, Mich. Contact: 400 North Michigan Avenue, Chicago 60611; (312) 222-9757, fax (312) 222-9411.

28-29: Admissions. College fair, National Association of College Admission Counselors, Disneyland Hotel, Anaheim, Calif. Contact: NACAC, Suite 430, Alexandria, Va. 22314; (703) 836-8015.

28-29: Business Officers. "Senior Financial Officers Conference," National Association of College and University Business Officers, Jacksonville, Fla. Contact: NACUBO, Professional Development Department, Suite 500, One Dupont Circle, Washington 20036; (202) 961-2520.

27: Student-success courses. One-day seminar on student-success courses, College Survival Inc., San Francisco. Contact: 1801 26th Street, Jackson Boulevard, Rapid City, S.D. 57701-3474; (800) 526-8123, fax (605) 343-7553.

27-28: Fundraising. "Funding and Managing Your Institutionally Related Foundation," workshop, Council for Advancement and Support of Education, San Francisco. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 223-2814.

27-28: Grantsmanship. "How to Find—and Win—Federal Grants," seminar, Capitol Publications Inc., Holiday Inn-Georgetown, Washington. Contact: (800) 436-0732.

28-29: Fundraising. "Effective Personal Communication in Major Donor Solicitation," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 223-2814.

27-29: Fundraising. "Fundraising," annual conference, NACAC, Suite 500, One Dupont Circle, Washington 20036; (202) 223-2814.

28-29: Fundraising. "Funding and Managing Your Institutionally Related Foundation," workshop, Council for Advancement and Support of Education, San Francisco. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 223-2814.

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CONFERENCES, CALLS FOR PAPERS



The College Board 1992 National Forum The New World of Learning

Collaborating to Meet Global Challenges Locally

Invitation for Session Proposals

The National Forum Planning Committee, chaired by Martin Meyer-Son, President Emeritus, University of Pennsylvania, invites you to participate this fall as we explore how working together we can shape a new world of learning for all students. The Committee seeks proposals that respond to the following questions:

- How do educators serve equity and excellence in a period of limited resources?
- How can partnerships between schools and colleges and collaborations across professions improve educational achievement for all students?
- What can we learn from the best schools in the world?

The Forum will include sessions and workshops addressing curricular, enrollment, financing, and guidance issues confronting educators throughout and across the education continuum.

The 1992 National Forum will be held October 25-27, 1992, at the Marriott Marquis Hotel, New York City. Proposals must be received by May 1, 1992, to be considered by the Planning Committee. For more information about the Forum, or to discuss your proposal, call (212) 713-8049.

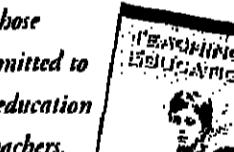
Proposal submissions should be sent to:

**1992 National Forum, The College Board
45 Columbus Avenue, New York, NY 10023-6992**

TEACHING EDUCATION

Enhancing the Quality of Teaching

Teaching Education provides thoughtful, helpful reading for those committed to the education of teachers.



Conference on Teaching For Diversity

Enhancing the Quality of Teaching in Colleges and Universities

FEBRUARY 6-9, 1993

OMNI HOTEL
CHARLESTON, SC

Co-sponsored by the University of South Carolina, the South Carolina Commission of Higher Education, and the National Center on Postsecondary Teaching, Learning, and Assessment

"CALL FOR PAPERS" ANNOUNCEMENT

The 1993 Spring Research Forum March 18-19, 1993

The St. Anthony Hotel in San Antonio, Texas

The theme of the forum is "Transmitting the Tradition of A Caring Society to Future Generations." The purpose of the conference is to explore the different roles that children and other generations, institutions, and public policy play in promoting or inhibiting the development of a caring society. We are seeking papers on these themes from scholars and practitioners.

If interested, please write for more details to:

Virginia Hodgkinson
INDEPENDENT SECTOR
1828 L Street, N.W., Suite 1200
Washington, DC 20036
Or fax request: 202-457-0609

Virginia Hodgkinson
INDEPENDENT SECTOR
1828 L Street, N.W., Suite 1200
Washington, DC 20036
Or fax request: 202-457-0609

23rd Annual Conference HIGHER EDUCATION AND THE LAW July 20-21, 1992

A conference designed to serve the needs of college and university presidents, deans, student affairs administrators, consulting attorneys, and other administrators concerned with the legal aspects of student, faculty, and administrative behavior.

Topics to be covered will include:

- The United States Supreme Court and Higher Education: Past, Present and Future
- Sexual Harassment on Campus
- Current Issues in Student Life and Academic Affairs
- Liability Update: Campus Security, Date Rape, Alcohol Issues, Hazing, Harassment, and AIDS
- Thirty-four Years on the Firing Line: A Reflective Look at Higher Education and the Law

Nationally known presenters include:
 Robert D. Bickel, Professor of Law, Stetson University College of Law
 Henry G. Neal, Executive Secretary and Counsel, Board of Regents, The University System of Georgia
 Bryndis Roberts, Vice President for Legal Affairs, The University of Georgia
 Lawrence White, University Counsel, Georgetown University
 D. Parker Young, Professor of Higher Education, The University of Georgia

Sponsored by the University of Georgia Institute of Higher Education and the Center for Continuing Education.

The conference fee is \$140 per person (includes tuition, refreshment breaks, Monday dinner, and conference materials). For further information or to register contact Margaret Caulfield, Georgia Center for Continuing Education (404/542-1586) or D. Parker Young, Institute of Higher Education, The University of Georgia, Athens, Georgia 30602 (404/542-0575).

Coming Events

Continued From Page A52

3-31 Aging, "Conscious Aging: a Creative and Spiritual Journey," conference

Onward Institute for Holistic Studies, 120

New York, Clinton Omega Institute

Lake Drive, RD 2, Box 477, Rhinebeck, NY 12572; (914) 338-4030.

1-31 Teaching Workshops on teaching writing and thinking, Bard College, Amherst-on-Hudson, NY 12504; (914) 758-7484.

2-3 Philosophy, "Consequentialism," conference

University of Rochester, Rochester, NY. Contact: David Brun, Philosophy Department, University of Rochester, Rochester, NY, 14627.

2-3 Social history, "The Social Contract in Democracy, 1890-1990," conference

Carnegie-Mellon University at University of Pittsburgh, Pittsburgh, PA. Contact: (412) 268-3500 or (412) 268-3509.

3-4 Admissions, College fair, National Association of College Admission Counselors, Pontiac Silverdome, Pontiac, MI. Contact: AACAC, Suite 430, Alexandria, VA 22314; (703) 836-2222, fax (703) 836-8015.

3-5 Artificial Intelligence, Conference

Midwest Artificial Intelligence and Cognitive Science Society, Ulta, IL. Contact: Marie Malmquist, Continuing Education, Southern Illinois University, Carbondale, IL 62901-6705.

3-6 Distance learning, "Distance Learning: The Next Step to the Future," annual conference on learning by satellite, Oklahoma State University, Shartor Park Central Hotel and Towers, Del. Inc. Contact: Julie Snarr, Coordinator Arts and Sciences Extension, Oklahoma State University, 205 Life Sciences East, Stillwater, Okla. 74078-0276; (405) 746-5647.

3-6 Fund raising, "Seize the Opportunity," seminar, Institute for Charitable Giving, Dallas Marriot Quorum Hotel, Dallas. Contact: ICG, 900 North Marbach Avenue, Chicago, IL 60611; (312) 222-4971, fax (312) 222-9411.

3-8 Computer conference, "Discover New World With Technology," annual conference, Colleges and University Computer Users Conference, Hotel Inter-Continental, Miami. Contact: Albert LeBeau, Miami-Dade Community College, 1001 S.W. 104th Street, Miami 33176; (305) 277-3200.

3-8 Freshman year experience, "Focus on the First Year—A Good Start for a Good Finish," international conference on first-year experience, University of Victoria and University of South Africa, Victoria, British Columbia, Canada. Contact: James F. Griffith, Director, Student and Ancillary Services, University of Victoria, P.O. Box 3025, Victoria, British Columbia V8W 3P2; (604) 721-8022, fax (604) 721-8757.

4-5 Fund raising, "Alumni Programs in Capital Campaigns," workshop, Council for Advancement and Support of Education, Hyatt Regency Hotel, Pittsburgh. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-3900.

4-8 Fund raising, "Strategic Fund Raising: How to Involve Your Board, Advocates, and Staff in Fund Development," seminar, David G. Powers Associates, One Park Central Hotel, New York, Contact: Powers, 2604 Elmwood Avenue, Rochester, NY 14618; (800) 836-0732.

4-8 Computers, Annual symposium on the theory of computing, Association for Computing Machinery, Victoria, British Columbia. Contact: Mike Fellows, Computer Science Department, University of Victoria, Victoria, British Columbia V8W 2Y2; (604) 721-7299.

4-7 Computers and social sciences, "Computing for the Social Sciences," conference, University of Michigan, Ann Arbor, Mich. Contact: Computing for the Social Sciences, University of Michigan, Department of Conferences and Seminars, Room 112, 541 Thompson Street, Ann Arbor, Mich. 48109-1360; (313) 764-3304, fax (313) 764-1557.

5-7 Personnel, "College-Teacher Interaction," workshop, Lee Gifford, Lincoln, Neb. Contact: Cheryl T. Beaman, Vice President for Higher Education, 301 6th Street, Lincoln, Neb. 68508; (800) 288-8592.

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